Break

Talk of the town

Between a ministerial engagement in Wigan, and a political engagement in Ormskirk, Lancashire, last Friday, Education Secretary Mrs Shirley Williams made time for an unusual visit to Brookfield Comprehensive School in the unemployment blackspot town of Kirkby, outside Liverpool.

There was no new extension to open, no foundation stone to lay nor even any prizes to present. Mrs Williams simply wanted to meet and talk to a cross-section of the town's sixth-formers in an informal setting, but with the strict condition that no headteachers, no education officials, and no press should be present to inhibit the discussion. Whether their presence would inhibit the sixth-formers or the Secretary of State was not made clear.

Some 60 senior pupils from Kirkby's four comprehensive schools were duly gathered together, and, after only the briefest formalities, Mrs Williams shut herself away with the sixth-formers—even though it was the first visit to the town by an education secretary for a generation.

Shut outside, Knowsley's chief education officer, Peter Neafsey, suggested that Mrs Williams was particularly keen to meet youngsters who were the products of purpose-built and long-established comprehensives that were, according to present-day thinking, over-large. Nowadays, the schools have up to 1,700 pupils, though in the days when Kirkby had the biggest child population in Europe numbers regularly topped 2,000.

At any rate, Mrs Williams and the sixth-formers emerged after nearly an hour—much longer than planned—all looking thoroughly delighted with the exercise.

Apparently the pupils' big grouse had been careers guidance: they said they were given little useful help at school in choosing a career. As most of their contemporaries in Kirkby who have left school are still out of work, their concern was understandable.

Mrs Williams asked them to consider that grim youth unemployment existed at a time when there was still a considerable shortage of the skilled men and women needed in industry.

Before they left, Robert Kilroy-Silk, the town's ambitious young Labour MP who was largely responsible for arranging the diversion for Mrs Williams, had fixed a further meeting between the sixth-formers and local education officials to pursue the question of careers advice.

Everyone seemed well pleased but before Mrs Williams left she had a more routine matter to attend to. The bus load of demonstrators campaigning to save a nearby primary school from closure had turned out to lobby their MP, Sir Harold Wilson, who was opening a youth workshop in another part of Kirkby.

At the last moment, they had got wind of Mrs Williams's little-publicized visit, and diverted the bus to arrive with their banners and placards just as she was about to depart. To their evident amazement, a deputation was invited in to discuss matters with the Secretary of State in the headmaster's study—and they came out looking just as pleased with themselves as the sixth-formers.

Standards drop

Earlier in the week, in Hertfordshire, Mrs Williams made a remarkable speech. It passed almost unnoticed—partly because, whether deliberately or by accident, the official DES summary left out the toughest bit.

The speech was about libraries. This year the librarians' lobby—by nature timid—found, rather to their surprise, that they were getting quite militant about cuts. They urged the Secretary of State for Education to make a speech, aimed at local authorities, asking them to spend up to the rate support grant estimates on libraries. The DES stonewalled: ministers these days are not allowed to make speeches asking people to spend money.

But clearly the lobby breached the wall. Last week Mrs Williams said, as the official handout reported, that she had been "sad to discover" that local authorities were not spending their library allocation. But the full text shows she went further:

"I believe that standards *have* been reduced in some areas of the country. If *this goes on over a* period the effects will be serious. Some authorities may have felt that because of advances made in their library service in previous years, some funds could properly be diverted from it now to meet more pressing needs; others may simply have found that libraries offered a means of making more immediate savings than were possible elsewhere.

"I should be sorry if things of this kind, which are essentially short-term considerations, were allowed to have a disproportionate influence in the long term. The Government's intention during the recent difficult years has been that, although there has been little or no scope for growth in the public library service, planned resources should nevertheless afford some measure of protection so that as far as possible standards in the service could be maintained. That intention has been reflected in successive public expenditure White Papers.

"It cannot be expected that resources provided to maintain standards in this field will continue to be available if the evidence of actual expenditure on the library service no longer supports the assumptions underlying both the Government's plans and successive rate support grant settlements."

Zionism out

The latest college resolved to have no zionism on its campus is the School of Oriental and African Studies in London—though by the time this is in print it may have been joined by Warwick University and the polytechnics of Brighton and Newcastle.

York and Salford universities have already done so. The argument is that the National Union of Students has a policy of "no platform" for racists. It says racism and zionism are inseparable. Therefore Jewish societies cannot be tolerated.

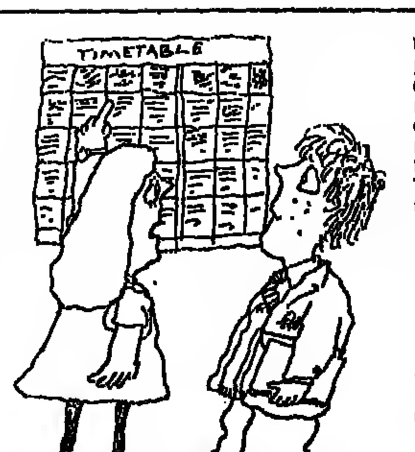
It might be thought that the banner was being most enthusiastically waved by the 16,000 Arab students in this country but one observer at last week's meeting at the SOAS said the nearest to an Arab to mount the anti-Jewish rostrum was an Iraqui.

Anti-zionists were quick off the mark at the college. No Jewish society exists there, only the intention to form one. Now its founders are faced with last week's motion "to refuse money and facilities to societies whose aim is to propagate zionism and organize support for the state of Israel."

Miss Sue Slipman turned up to the meeting, urging that the motion be thrown out, but her own Jewish ancestry may in this instance have lessened the usual influence she exerts as president of the NUS.

Another observer, Mr Michael Copeland, director of Hillel House, the Jewish student welfare organisation, did not agree. "Nobody was listening to the debate. People came with their minds already made up." His impression was that the anti-zionist campaign had now become one of the main planks of the far Left platform. He expects a rush of resolutions similar to that at SOAS between now and the NUS conference in December when Palestine is likely to be debated.

He acknowledged that the movers of such resolutions always emphasised that their objection was purely to zionism, but remarked "Scratch an anti-zionist and you will find an anti-semite somewhere along the line. We have already seen anti-semitic literature on some campuses".



"Grunwick used to be Current Affairs, now its History."

Three days after the SOAS decision, Mr Copeland was addressing the first ever annual conference of Jewish pupils at public schools. There were nearly 100 there from 20 schools and the seniors, due to post their UCCA forms this month, were quite concerned at the prospect of going to a university and finding when they got there they were allowed no collective ethnic identity.

But there was a certain resignation in the fact of this latest and relatively mild persecution. One boy wanted to know if Jewish students should be more militant when they arrived at university but Mr Copeland advised against this, it was usually counter-productive, he said, just as the immoderate language of their opponents' resolutions was.

One benefit from recent developments was the demonstration of the old truth that persecution ensures survival. Though only two to three thousand Jewish students out of a possible eight to 10 thousand actually join the Jewish society of their college, there have been signs lately of a quickening of interest, Mr Copeland said.

Steiner in London

Wanted: building, central London, preferably in socially mixed area—the kind estate agents call "improving" and others "gentrified"—somewhere near the Northern Line.

The people doing the looking are a small group of parents anxious to start a Rudolf Steiner school in London. At least, they were a small group until recently, when they threw open a meeting in Rudolf Steiner House, North-west London, to like-minded parents or anyone who had any interest in a "Steiner for London" movement.

The response was very good. More than 300 packed the hall to hear about the Steiner idea of a free school, and a good few of those signed the mailing list for further information. S… parents to get on wi… calities of starting a … the meeting was soon … of educational theory … more mundane levels … the school might be … Tube line would suit … Clapham as well as High…

All of which pleas… Glen Saunders very … ing that parents who … already converts to St… (one school for the 4… close teacher/child r… lopment of the whole … exam potential) ha… to work and try to … school next Septembe…

Interest in Steiner … high at the moment. … (as distinct from his … schools for the handicap… adjusted) have doubled … twelve in this country … are already some 160 … all of these cater for … up to 18, but expansion …

Why are the schools … crease? Teacher in the … educational method Ra… puts it down to the "over… ulization" and lack of … human conditions" of sta… Parents make inquiries … natives, find out about … like his ideas.

Opting out of the … course, costs money. "F… dorf school does not … shee. It is in fact … applied to the teachers—… "freedom" to pursue their … tional goals.

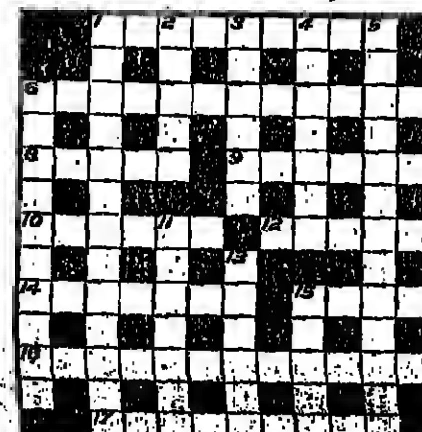
But the London school will … the same conditions of … four other of the Waldorf … That means it will not char… —Glen Saunders does not … the word—but will work … basis of contributions … to what the individual fam… afford. If it is a one-parent … and is going through a bad … then the suggestion is that … tions will be waived.

"We are not interested in … ing an educational package … buy", says Glen Saunders, … parents, it is insisted, must … bute something more—an inte… other children as well as th… and willingness to work … school's development. Th… their enthusiasm might mat… of the teachers who do with… benefits of the Burnham Sc…

Equally important to … being open to parents … levels is its siting. … group does not want … area that is either too … poor. That would seal it … much, brand it in an … way, besides making it … for the kids to mix. And … northern line? It's pretty … for a number of areas. But … further suggestions, not to … offers of buildings, would … extremely well received. C… Glen Saunders, 01-444 0864.

Aris…

Crossword No 1,107



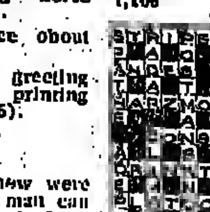
Across

1 'Tis Accra's turn to be unpleasant (9).
6 Pinching those wearing wool next the skin? (5, 8).
8 His surviving partner was merry (5).
9 Church furniture in H.E. mess (7).
10 A green concoction could infuriate (6).
12 Flag signalling lack of writing implement? (6).
14 Even light fades out on this side (7).
15 A striking horse painter (5).
16 Timely face about (5, 3, 5).
17 Friendly, greeting with old printing device (4, 5).

Down

1 Does it show were a crooked man can get a drink in London? (9, 4).
2 One resting in peace? (5).
3 They are only partly occupied even when very busy (6).
4 The noise of the babbling brook? (7).
5 Up country footwear (8, 5).
6 Volubles salvaged from the river Swale (10).
7 But in America they show a mature and noteworthy front (10).
11 For reward one may undergo it (7).
13 Unit of the United Nations' Navy? (6).
15 Vehicle for the round of events (5).

Solution to Puzzle No 1,106



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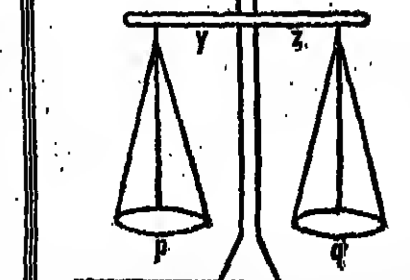
Maths teasers

A FAULTY PAIR OF SCALES



An old-fashioned pair of scales was faulty, although the beam was horizontal when the scale pans were empty. Nevertheless it was possible to find the correct weight of an object. If the lengths of the arms of the beam were y and z, and the weights of the corresponding scale pans were p and q, then by the principle of moments py = qz. When an object of unknown weight W is placed in the left-hand pan, it balances when a known weight Z is placed in the right-hand pan; when placed in the right-hand pan it balances with a known weight Y in the left-hand pan. What is the unknown weight in terms of Y and Z?

FUN WITH NUMBERS

(i) Write down the first 12 terms of the sequence 1, 10, 19, 28, . . . in which each term is found by adding 9 to the previous term.

(ii) Find the sum of the digits of each term; what do you discover? What happens when the numbers in the sequence are greater than 100?

(iii) Verify that by adding 8 to each term we obtain a multiple of 9, and that the formula for the nth term is 9n−8.

(iv) Hence find the 23rd, 33rd and 43rd terms, and the digit-sum of each term.

(v) Which term of the sequence is 505, 1000, 1234, 4321?

(vi) Can you explain wh… sum of the digits of every … in the sequence is either … another term in the sequence?

(vii) Can you find any … sequences that have this pro… so that the sum of the digi… each term is the initial term … subsequent one in the seque…

WHO ARRIVED FIRST?

Two neighbours, Mr Johnny W… and Mr Robert Rambler, … a suburb of Mammonto… worked in offices in the … the town. Leaving … together … preferred to walk halfway to … and then take a bus, but Mr … ler did the same journey, … the same amount of time … bus, … walking … averaged V mph. Which … was the first to reach the … of the town?

D. B. Epp…

…IONS

…y Pair of Scales

…the unknown weight, then by …nciple of moments, Wy=Zz, …=Wz. Eliminating y and z, … that y/z=Z/W=W/y. Hence …YZ and so W=√YZ.

…th numbers

…10, 19, 28, 37, 46, 55, 64, 73, 82, … (ii) The digit sum of each … far is either 1 or 10. This … good for the terms from 109 to … the digit sum of 199 is 19, … a previous term in the … (iii) The sequence obtained … 18, 27, etc. (iv) When n=23, … 199; n=33 gives 289, and n=43 gives 379. The digit sum in each case is 19. (v) n=57, 112, 138 and 481. (vi) Every multiple of 9 has a digit sum of 9 (or a multiple of 9), so that all numbers of the form 9n−8 (or 9m+1) will have a digit sum that is 1 more than a multiple of 9, i.e. a term in the sequence formed by numbers that are all one more than a multiple of 9. (vii) The sequence 8, 17, 26, 35, 44 . . . has the same property, the digit sum of each term being 8 or another term in the sequence. Its nth term is 9n−1. Generally the sequence whose nth term is 9n−m, where m is an integer less than 9, will consist of terms whose digit sum is 9−m, or another number in the sequence.

Who arrived first?

If 2m is the number of miles to the centre of the town, the time in hours taken by Mr Walker is m/v+m/V=m(v+V)/(vV). If Mr Rambler spent t hours walking and t hours on a bus, then 2m=vt+Vt, and the total time for his journey 2t=4m/(v+V). The time taken by Mr Walker is the greater, since $(v+V)^2$ is always greater than 4vV, except in the case where v=V, i.e. each man walks at the average speed of a bus. (NOTE $(v+V)^2-4vV=(V-v)^2$ which is always positive, except when v=V.)

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1,000 jobs in Healey handout

About 1,000 more teachers will be employed in deprived areas of England and Wales with the £4.5m more for education announced by the Chancellor of the Exchequer, Mr Denis Healey, in this week's mini budget.

It also provides the money for a special building programme to help local authorities carry through comprehensive reorganization.

Mrs Shirley Williams, the Education Secretary, said following the Chancellor's third budget this year on Wednesday that the money for the new building programme would come out of the £475m being injected by Mr Healey into the flagging construction industry.

The extra money promised by Mrs Williams would be channelled to those education authorities who had been claiming that lack of funds was making it difficult for them to go comprehensive. She hoped that they would now adopt a more constructive approach.

Mrs Williams was clearly promised some time ago that she would be given some money in this week's reflationary package. In intensifying pressure on reluctant Tory councils to fix deadlines for the completion of reorganization, she assured them that they would have the money for the necessary building works.

Education's share of the £475m would be decided in the next few days, Mrs Williams said. There will also be additional building money for universities. The Education Secretary explained that the total picture of education provision for next year would not be known until the rate support grant negotiations between the Government and local authorities were completed.

Museums and art galleries are to get £1m to buy additional objects and works of art, she said. This would assist with "the preservation of the national heritage".

● Earlier this week Mr Peter Shore, Environment Secretary, announced a big expansion of the inner city aid programme.

The money goes on projects to rehabilitate city centres, restore derelict land and to provide community centres. Under the partnership between central and local government, education is expected to benefit, perhaps by the building of nursery schools or replacement of inner-city primary or secondary buildings. Details have still to be worked out between the Government and local authorities.

Drop in jobless raises planners' hopes

New long term forecasts of school leaver unemployment are being prepared by the Manpower Services Commission after indications that existing estimates may be over-pessimistic.

Monthly figures issued by the Department of Employment this week show a sharp drop in the number of school leavers registered as unemployed. The total fell by 73,554, from 166,156 to 92,602.

This is still 14,000 more than a year ago, and 27,000 more than in October, 1975. But it is significantly below the estimate on which the commission planned its forthcoming programme of training and work experience for jobless 16-19 year olds.

The four-year projection published by the commission in May forecast that the seasonal fall would be considerably less steep, with school-leaver unemployment still around 170,000 this month, and not dropping to 90,000 until December, the bottom of the yearly trough. The assumption was that the seasonal pattern would be much the same as last year.

The position now is that if the fall for the rest of the year continues at the predicted rate, the end of the year may see fewer than 60,000 school leavers on the register. But it may be that this month's drop is, in fact, a kind of "payment in advance"—some of the leavers who came off the register would have done so later in the year anyway, so that the total fall by the end of the year will be little, or not at all, greater than expected.

Even the more optimistic experts warn that the indications of falling youth unemployment should be viewed cautiously. Mr John Hughes, director of the Trade Union Research Unit, the NUT's advisers, says that while their predictions that the adult unemployment rise would flatten out earlier than official forecasts are now beginning to appear justified it is too early to assume that the job situation for youngsters is improving. The unit suspects that many of the school leavers have gone off the register only because the official statistics do not include those who fall out of work after a few weeks or months in a job.

They also believe that whatever improvement is taking place is very unevenly spread through the country.

Race investigation

An inquiry into the under-achievement of West Indian children, proposed by the DES, was welcomed this week by the Commission for Racial Equality page 3

Save the sixths

All comprehensive schools should have their own sixth forms, says the National Association of Schoolmasters-Union of Women Teachers. page 3

Red revelations

A National Front newspaper for schoolchildren urges its readers to notify the "Red teachers". An exposé of Communist staff is promised by the paper's 16-year-old editor page 4

Mixed feelings

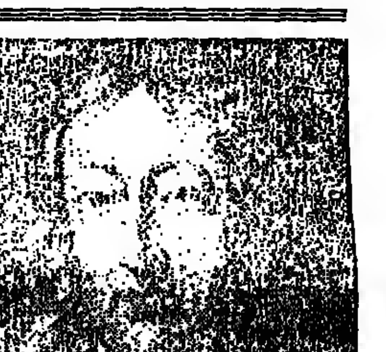
Mixed ability teaching in modern languages was imposed by heads in spite of teachers' misgivings a survey suggests page 6

Up-to-date

John Dixon, director of the Schools Council 16-19 project, says it is time for national action on the many experiments that have been made in ways of examining English page 17

Heads bowed

Tired, unloved and out of sympathy with new developments—this is the picture of headteachers that emerges from a new report. Frank Pedley reports page 18



Milton revisited

He was the author of the definitive English epic, the definitive masque, pastoral elegy, short epic, Petrarchan sonnet and neo-classical tragedy. He was both hated and respected for his religious and political beliefs. Milton, the intellectual egoist and intelligent sceptic, is seen through the eyes of Christopher Hill and A. L. Rowse—and reviewed by Lois Potter page 20

Extra: Mathematics

page 29

Leaders, 2; foreign news, 12, 13; Letters, 14, 15; features, English assessment, headteachers, testing, Paris classroom, 17, 19; Books, Adam Roberts reviews a study of the New Left, history, politics, children's literature, 21-23; *Social Sciences, four special pages of reviews on studies, economics, and all branches of social studies, 24-27; Arts reviews, Theatre in Education*, one hundred years of children's books at the Bethnal Green museum, television violence, 62-63; Break, crossword, bridge, 64.

Coed sixth form at Westminster School——but is it legal? See page 5

Male, female and transitional

It is a safe bet that most schools are pretty vague about the Sex Discrimination Act 1975, and that most independent single-sex schools have a fairly rudimentary notion of the pitfalls which they can land themselves in if they try to take in pupils of the opposite sex (which more and more of them are doing). Miss Betty Lockwood's article on page 5 stops some distance short of bringing enlightenment, notwithstanding the evident satisfaction of the Equal Opportunities Commission that their first candidate for a Transitional Exemption Order has been taken successfully through the hoops.

The commission has an uphill struggle. Its job is to administer new and untested legislation which reflects changes in ideas about men and and women's roles which have taken place within a fairly short period of time and unevenly throughout the community. Even among those who share the conviction that the law should be used to prevent discrimination—and a sizable minority don't—there may be doubts about how widely this should be interpreted. It would, for example, be less contentious to invoke the law to ban discrimination in employment by public bodies, than to use the principle of equal opportunity to forbid single sex education. And, of course, the law does not ban single sex schools or colleges, but it does lay down a cumbersome procedure for changing from single sex to mixed.

Which is where Miss Lockwood and her colleagues come in. The law is complicated. The DES is responsible for administering it for the maintained and direct grant schools—and has to try to deal in the first instance with complaints from the public. Independent institutions have to deal directly with the commission.

No one can blame governing bodies if they are unsure where they stand. Very few have actually prepared plans for full coeducation. If they consider the question of adding girls' places to a hitherto boys' school, governors are inclined to put a toe in the water gingerly, because they have little idea what the market response is likely to be. The usual method is to brave the wrath of the headmistress of Felixstowe and offer places in the sixth form. Till now this has been assumed to come within the exceptions recognized in Section 26 of the Sex Discrimination Act: indeed, DES Circular 2/76 expressly quotes this as an example of an approved exception.

It now appears from Miss Lockwood's article that the Equal Opportunities Commission challenges this interpretation. She implies that it would be acceptable to take in a few girls to do—say physics A level, or some other specific subjects—but simply to take a minority quota of sixth-form girls without any such limiting criterion would be unacceptable.

Many people will think this is all a great nonsense: that whether a school should be allowed to open its doors to girls, and if so how many, and for what subjects, is better decided on pragmatic grounds by the schools and the parents of the potential pupils, without official interference. To which the commission will respond that it is only doing its job under an ill-drawn Act. But so far it has not been notably successful in its forays into education. It has been conspicuously ignored in the Great Debate (because its concerns do not seem to be central to those of the interests Mrs Williams so conscientiously consulted) and it burnt its fingers with Tameside.

If the commission is right (and the DES is wrong) and all those mixed sixth forms in boys' independent schools are illegal, the girls schools who resent male poaching have an instant remedy to hand. The commission seems to be inviting complaints for it to investigate and for the courts to sustain. But the law is about discrimination so everything turns on reasons for choosing one applicant rather than another.

No comment

"Project title. Self-instructional methods for the teaching of the deaf".—From *Current School Research in Sweden*, National Board of Education, Stockholm.

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Through a glass darkly

The NAS/UWT will have done the school sixth-form lobby little service with the ragbag of random facts, received opinion and half-baked ideas presented this week in their document on educational provision for the 16-18 plus age group. Such facts as they select for this confused pamphlet would seem rather to support the case for separate sixth-form or tertiary colleges when falling rolls work their way through to this age group in the 'eighties, rather than the sixth form in every school which they advocate.

There will be no obstacle to the development of sixth-form provision, they say, because by 1986 there are likely to be about half a million empty secondary school places, and one and a half million by 1991. But who will they be developing the provision for? Some of those places will be empty because there are no longer enough 16 to 18-year-olds.

To continue to maintain all those half-empty schools is hardly the cost-effective policy they call for in the next of their four main points, which goes on to deduce that sixth-form education would, therefore, be most economically provided on a consortium basis.

This is a policy frequently put forward in public by teacher organizations, though such experience as there is of shared sixth-form courses (two examples will be analysed in our feature pages next week) suggests that they often fail because heads and teachers themselves are reluctant to surrender any autonomy over timetable or courses. The pupils for their part tend not to opt for any course not available at their own school, unless the bussing arrangements are very effective.

The union's assistant general secretary, Fred Smithies, is moved to one of his wilder flights of rhetoric with the assertion that "educational slums" will be created if some comprehensive schools are allowed to provide sixth forms while others are not. However, it is l.e.a.s that are making coherent provision for their sixth-formers (which may mean concentrating them in colleges) who are tackling the hidden selection which already operates where 11-16 and 11-18 comprehensive schools exist side by side.

The NAS urge in their conclusion that educational considerations should not be submerged by economic argument, but it is their own final point on the nature of the sixth-form curriculum which most obviously dodges the educational implications of what they are saying.

They rightly point to the radical change in the type of pupils who are pursuing full-time education after the age of 16, a change which "will offer massive new scope for sixth-form provision". Only a minority of sixth formers may be suited to A levels; the importance of the connection between school and work is now established.

But how far are the traditional school sixth forms they want to hang on to equipped to develop "massive new scope"? The sad fact is that most schools are hard put to it to know what to offer the non A level students who are already staying on in greater numbers in open access sixth forms. This week's NFER report on one-year courses in colleges and sixth forms gives dismal confirmation of the unsuitability of O level retakes for most of such students. The real need is to open up more vocational chances for the non-academic in the way that FE can do.

The NAS/UWT have seen a glimmer of light here, which the NUT are still shutting their eyes to. They urge more interest in RSA and City and Guilds courses, and even a place for ONC and OND. If such a breakthrough in the barrier between those working under school and FE regulations were achieved, it would certainly change the look of the traditional sixth form. It would also require greater numbers and resources than the average small sixth form of the 'eighties is likely to reach on its own.

More leavers in jobs

This month's unemployment figures showed a sharp reduction in the number of registered unemployed school leavers. The estimate is that some 86 per cent of boys and girls who left school in the summer have now been placed in some form of employment.

It now looks as if the residual level of unemployment for young people is a little below the level forecast earlier in the year by the Manpower Services Commission. Unfortunately, nobody seems to know if this is because industrial recruitment has marginally improved, or simply because increased publicity has drawn more people into Government and Commission schemes. With the new measures in the pipeline it would be reasonable to expect a further improvement in the coming months.

But a 14 per cent national level of unemployment for school leavers, four months after the summer leaving date is bad enough in all conscience. And of course, there are many urban areas where local unemployment levels among young people will be twice as high as the notional average. The figure only shows the number of boys and girls who bother to register. Alongside them are those who do not get around to registering who include ethnic minority groups.

Slow down and shout

It is said to be still in living memory when all modern language exams at Oxford were conducted in English. Certainly the language component — as today's cobblers-together of curricula call it — was considered no part of the Grand Tour, that stately perambulation round the cultural centres of Europe which was the eighteenth century's finishing school. Right until this century foreigners were comic anyway, so a Kiplingesque "Let them learn English" was considered the proper attitude.

It was somewhere about the time of the Entente Cordiale which Edward VII strung across the Channel in 1903 that the Englishman began to feel a bit self-conscious about his one-tongue reputation. The market in French governesses quickened; Latin and Greek surlily moved over to make more room for French and German on the syllabus. The middle classes began to stable their children abroad for a whole summer holiday.

No one ever doubted that this was the most thorough way to learn a foreign language. But now Professor Willis and his staff at Bradford University modern languages centre have discovered the unbelievable—that residence abroad may not improve but even worsen performance.

What will the educational purse-wardens of Bradford think of that? They will have no need to start drawing the pursestrings together to exclude the expense of study abroad if they note carefully where the students faltered. It was in "ability to deal with a sustained discourse".

Whoever needs to do that in a foreign tongue? Visiting politicians perhaps, anxious to ingratiate themselves with independence-hungry Basques or Quebecois? Bringers of good news from Aix to Ghent? Presenters of Euro-song contests?

The spoken word with foreigners is in practice the conversational exchanges of social intercourse, give or take the odd stricken position. In such use of language the Bradford students made good progress. Alongside this, to their indifferent capacities et speechifying we can say *san fairy ann*.

FRED FLOWER, principal of Kingsway-Princeton College, London, and signatory to the Taylor report note of extension on parents' right of access to school records, says union reactions to the report were wrong.

Taylor: a bulwark for the teachers

The initial reaction of the professional bodies to the Taylor report was entirely predictable. "Busybodies charter" (Fred Jarvis), "a formula for disaster" (Terence Casey), "an opportunity for a few people with vested interests to secure an influence the country may live to regret" (Frank Mills), precisely reflect the insecurity manifested by a vulnerable body of people.

Teachers have an increasingly difficult task to perform and yet are being held responsible by some members of the public for the very features of our society that make their task so difficult. It is not surprising that at first sight they did not like Taylor and that it should appear a threatening document, especially threatening to head teachers.

Yet of the 24 members of the Taylor committee, five were currently teaching in secondary and primary education, two were in higher and one in further education, and up to about 10 had seen service in the school classroom at one time or another—an unlikely body one would think to launch an attack on teachers.

Moreover one of the complaints of Peter Fulton, the sole signatory of the minority report, was that the proposals of the majority "will lead eventually to the position where what goes on in schools will become the sole province of the teacher and this will not necessarily be in the best interests of the child and the community".

Fulton's criticism of the main report and that of the spokesmen of the major unions cannot both be right. On the other hand, they may both be wrong.

I am prepared to argue, paradoxical though it may seem that the committee was well aware of the pressures being placed on teachers, and head teachers in particular, were concerned about the difficulties they face, and truly believed they were providing teachers with a bulwark rather than their critics with a bludgeon.

Is this as perverse a view as it may appear at first sight? After a decade or more of visionary promise of a utopian solution to social and economic problems through education, the chill realities of the mid-seventies are bringing about a reappraisal of what can and what cannot reasonably be accomplished by schools.

Frustrated, the pack is now in full cry—or so it may seem to many teachers as they see television cameras descending once more on some unfortunate school in the throes of a crisis not usually of its own making. It is no wonder that their first reaction to the Taylor report has been to cry "leave it to the professionals".

It would have been interesting to have explored that proposition—leaving the running of the school, its organization, disciplinary and pastoral systems, the estimating and distribution of its allowances and the control of its curriculum to the professionals in the l.e.a.'s education office and the headmaster and his staff without the intervention of any kind of governing body. We did not do so because none of the evidence proposed the abolition of governors and much of it called for the establishment of strong governors with revived or new and enhanced powers.

While the professional associations were not prepared to go all out for the abolition of governing bodies they were reluctant for them to become more than what they are at present in most places—a rubber stamp for decisions made elsewhere, a convenient fig leaf to be snatched up in a moment of exposure, or a decoration to be worn at school plays and prize-givings. To keep things as they are would lead if not to the abolition of governing bodies at least to their further attenuation and decay.

Would that have been a prospect any less threatening to teachers and head teachers than the one opened up by the report's proposals? The models we have closest to hand of professionalized systems are those of continental countries. There the professional control is closely linked to central control, the curriculum and syllabus are centrally determined and the tasks of the school are those of implementation with a limited degree of freedom in the pedagogy. The most exciting innovations in education often lie outside the school system.

That is not the model, I am certain, teachers would prefer. And yet there is a centripetal force at work in the education system today encouraged by local government reorganization and the emergence of large l.e.a.s. The practices of corporate management do nothing to check this movement and the recent initiatives of the DES in the field of curriculum are—to the professional associations at least—its most ominous symptom.

Only a development of some strength at the level of the individual school can offset this centralizing swirl. "The national system locally administered" does depend for its effectiveness on a very nice balance between the parts, as Robert Morant saw, when back at the beginning of the century he tried to protect the curricular arrangements he favoured by establishing governing bodies to act as a shield for the schools against the local authority.

His administrative concept is still sound. There is the added point that a muster of such governing bodies pulling on one side of the l.e.a. will help it, too, to maintain its proper degree of autonomy and avoid being pulled into too close an orbit around the DES.

In spite of the vulgarized account that paints a picture of governors constantly interfering with teachers in the performance of their proper functions, the report proposes almost precisely the opposite. It certainly sees the governors (a quarter of them teachers) setting the aims of the school and requiring periodic appraisals of the school's progress towards those aims, but the central tasks of translating them for the first time into practice are clearly defined as those of the head and his teaching force. Taylor has sought to guarantee a headteacher and his staff the right, which they have always claimed, and in practice have usually exercised, to determine the curriculum of the school.

In law they have no such right at all. Section 23 of the 1944 Act quite explicitly places secular instruction under the control of the l.e.a. and the governors of a school—a position spelt out in the model articles. Because in practice in many schools all or part of these requirements have been ignored the curriculum has become a secret garden into which only teachers enter, many may believe the present position is unassailable.

Let Sir Robert Morant once again instruct us. He was able to use the outcome of the Cockerton Judgment in 1899 and thereby overthrow practices as sustained and beliefs as passionately held as any that teachers may have about the curriculum today. He succeeded because the developments attacked, although widely acclaimed and supported by local and central government, had no validity in law and were shown to be untenable.

It is a most striking feature of the Taylor paradox that what is held to be the central element of the alleged attack on the teachers' position is that which for the first time guarantees the teachers' right to "translate (the school's) aims into more specific goals", and to organize the school, develop teaching methods and take other practical steps to achieve them—at the price of having to explain themselves to a governing body one quarter of whom will be their colleagues.

What then of the position of heads? Will they be reduced to the status of governors' office boys? Will they be overwhelmed by what the *TES* called the "bureaucratic and diplomatic dimension"? The head teacher is now in a most unenviable position, under pressure from both within and without.

Internally the head's staff may call for consultation—mandatory consultation even. But at the same time some teachers are seeking to alter their conditions of service, redefine their role. This may bring to a position where the head can no longer take it for granted that the teachers *will support him* or her over policy.

In this increasingly lonely and vulnerable position he or she may need support—from staff, from parents, from l.e.a. and from the local community. If heads are prepared to take all staff into consultation through an effective system of consultation, they may win that support from colleagues.

On balance this they will need support from outside, some of which may be provided by a parents' organization. The presence of parents on the governing body will be balanced by the teachers. The representation of one group is a condition of the representation of the other. A local authority group in a majority on a governing body following a whip's directive, may not be much help to a head. A group that is no more than a quarter of the whole will see their role in the school and their fellow governors very differently where there is no automatic majority.

If the carefully worded recommendations covering the composition of governors are accepted, then the l.e.a. quarter should balance out the l.e.a. provision and heads should have an instrument to mobilize support for the school and support if need be for themselves. It may be necessary to exercise a new style of leadership and some old dogs may find it difficult to learn new tricks. A younger generation of head teachers is likely to seize the opportunity presented with some alacrity. Perhaps the professional associations are already, in their working parties, entertaining some second thoughts.

Letter to the Editor

Maintained disadvantage

Sir,—Your leader (Goodwill is not enough, October 21) makes two telling points. The first concerns the evidence that students from maintained schools perform relatively better in final examinations than those from independent and direct grant schools. You mention the experience of Hertford College, Oxford, and Peter Wilby in *The Times Higher Educational Supplement* of October 10, adduces similar evidence from Cambridge. This is a telling rejoinder to Mr Rae's point that "it would not be in the interests of justice or of Oxbridge standards for these two universities to abandon their own exam and rely solely on A level grades". Just how much the Oxbridge entrance exam disadvantages candidates from maintained schools was also shown by Wilby.

The second point is that whatever system of selection is adopted, the independent schools, with their greater resources as well as better connections, will play it better than the maintained schools. One way to get over this is to have "closed places" for maintained schools. After all, there are "closed scholarships" for independent schools. Another, which I put forward in a letter to THES of September 9 is for Oxbridge to agree to take their intake in the proportion in which it presents itself through UCCA to the universities as a whole, both regarding geographical distribution and division between the public and private sector.

L. R. B. ELTON,
Institute for Educational Technology,
University of Surrey.

More letters, pages 14-15

Cuts protest spreads to 1,700 sites

Teachers are now taking industrial action in more than 1,700 schools in protest against cuts in staffing standards, the National Union of Teachers said this week. It includes a ban on oversized classes and a refusal to stand in for absent colleagues.

Authorities affected are: Birmingham, Bexley, Leicestershire, Oxfordshire and Surrey, where the union sanction is being implemented, and Avon, Bolton, Buckinghamshire, Kent, Oxfordshire and Warwickshire, where teachers are also taking the class-size action.

Mr Fred Jarvis, NUT general secretary, warned that more schools and areas would be affected if local authorities did not spend money allocated for education or kept staffing standards low.

"Something must be done", he said, "to stop the scandal of oversized classes existing alongside a growing pool of unemployed teachers and a reported underspending on education of up to £100m."

The union claims to have saved at least 4,000 jobs by the sanctions adopted earlier this year in 20 areas.

● Liverpool education authority is to meet representatives of the National Association of Teachers in Further and Higher Education next month to try to resolve the dispute with 1,000 lecturers who have been working to rule since Monday.

The dispute is over an agreement made in 1975 which would have reduced class teaching hours by two hours a week from the beginning of this term.

A gradual phasing-in of the agreement which would have meant some lecturers doing one hour a week less from September, 1976, was not implemented by the authority because, it claimed, it could not meet the costs of the extra staff needed.

The lecturers first began a work to rule in April. Their action was interrupted by the summer holidays.

Peace plan ends year-long staffing row

Twenty-five extra teachers are to be taken on by Stockport education authority under an agreement which brings to an end the 13-month long conflict with the unions over staffing ratios.

The extra 25 are to be hired over the next year in three stages. Twelve are to be taken on in January, improving the pupil-teacher ratio by 0.3. Another nine will be employed on April 1, giving another 0.2 boost to the ratio. And a further four or five will be hired next September, taking the ratio from its present 27.9:1 to 27.3:1.

Much of the money to pay for them will come from internal savings made by the council. However, the teachers have agreed to cooperate with cost-cutting schemes.

Salaries will be paid one day later each month over the next year until pay day becomes the last day of the month. Cheques are now paid on the 18th of each month. The authority will make savings by gradually reducing the amount of interest it has to pay on borrowings for the pay bill.

July and August holiday wages will be paid in two instalments instead of in one lump sum.

Mr John MacCarron, chairman of Stockport Education Committee, said he was happy to recommend the formula. "All along it has been the council's policy to improve the ratio as and when resources became available.

"With the teachers' cooperation this have now found the resources. However, I think it fair to warn everyone—councillors, teachers, parents and ratepayers—that we are still faced with very grave financial prospects. Because of opposition to some of our proposed economies and also because of continued inflation, our education budget is currently overspent to the tune of £360,000."

Wider brief sought on race

In a statement this week the Commission for Racial Equality welcomes the Government's plans to set up an inquiry into the underachievement of children of West Indian origin.

But it says more detailed investigation may be needed into the position of West Indian children in ESN schools and that the educational achievement of other minority groups should also be considered. It recommends that the Education Secretary organize a separate inquiry into the education of all pupils for a multi-racial society.

These recommendations are in the commission's response to the Government's consultation document on the Report on the West Indian Community produced by the Commons Select Committee on Race Relations.

The commission suggests that the proposed inquiry should look at the teaching of basic skills in primary schools, the teaching of English as a second language, ways of assessing pupils, teacher training, the relationship between black pupils and white teachers and the effects of teachers' attitudes on achievement.

An inquiry should also look at the way in which child-minding can be improved. On the numbers of West Indians in ESN schools, the commission says: "Relatively little is known about the characteristics of West Indian children in ESN schools compared with other children in those schools, and there are grave doubts about whether the assessment and diagnostic methods used are as relevant or accurate in the case of ethnic minority as in that of indigenous white children."

It wants a more "rigorous" approach towards the training of mature students. "For the longer term, an inquiry into why relatively so few members of ethnic minorities enter the teaching profession may be needed."

Special funds may need to be allocated to l.e.a.s for ethnic minority needs. Finally, the commission recommends a detailed system for monitoring pupils' performance, as reported in last week's *TES*. This would enable the progress of different ethnic groups to be measured at different points in their school careers, and plans to be made to diagnose and help the disadvantaged.

But the commission does not want a national league table of the performance of different groups unless it is needed to develop national policy. "It may be sufficient if l.e.a.s are persuaded to monitor as suggested, and for the results of this monitoring to be passed to the DES for further discussion and consultation."

'Slum' comprehensives if some get sixth forms and others don't–union

Educational slums would be created if some comprehensive schools were allowed to have sixth forms and others were denied them, according to the National Association of Schoolmasters-Union of Women Teachers.

In a policy pamphlet published this week it says that all schools should develop their own sixth forms. To plan for some comprehensives to have sixth forms and others to have none would be an "act of blatant hypocrisy on the part of those who have created a comprehensive system".

Parents judge the quality of comprehensive schools by the presence of sixth form courses and whether the school has teachers who are capable of offering tuition up to A level standard.

Teachers with good degrees prefer to work in schools where there is a chance of sixth form work, says the union. "It would be prejudicial to the quality of work done among secondary school pupils of lower age groups to create conditions that are calculated to ensure that teachers with good academic qualifications are concentrated in some schools but not in others."

The comprehensive system, with parity of esteem between one school and another, would be destroyed if some schools had an advantage.

All comprehensives should be allowed to develop sixth forms, but they should not all provide the same range of courses. Linked sixth form, or consortia, should be encouraged. Under this system, each school would offer a core of popular subjects.

"There is a need to ensure that low demand subjects are available to as large a number of students as possible." The sensible idea is to concentrate the low demand subjects in certain schools and to allow pupils to transfer at the sixth form stage, either part-time or full-time.

The consortia system would have to be developed officially, the union says. It is proposed that committees should be set up in the areas with members from the local authority, schools and further education.

A minimum of five sixth formers for each subject is put forward while 15 is seen as the maximum for each group.

The union argues that more young people would stay on at school if they were set examples by sixth formers. "Pupils who can see in their own school that older pupils willingly stay at school for post-16 education will emulate the example that is placed before them."

Some lower school subjects would be threatened if there were no sixth form teachers present. However, where sufficient students want to take academic courses in further education colleges it is to the 16-year-olds' advantage to have a choice of institution, particularly for those who want a change of atmosphere or to make a new start.

Educational provision for pupils aged 16 to 18 plus, NAS-UWT, Hillscourt Educational Centre, Rednal, Birmingham.

Failure of 'new' sixth-formers

While the fate of the CEE has yet to be decided, there is cause for concern over the suitability of O level courses for the "new" sixth former, says the National Foundation for Educational Research in a report to be published next week on one-year courses in sixth forms.

About two out of five one-year sixth-formers who take O levels pass none. The average number passed is just over one.

Of pupils who had no O levels at the beginning of the year, fewer than half gained any passes, though the group included some who passed extra CSE subjects or improved on existing grades.

About two-thirds of the students taking O levels would have been eligible for the Certificate of Extended Education, which has been awaiting a Government go-ahead for more than a year. On average this group entered for 3.1 O level subjects but passed only one. Half of them passed none.

"This", says the report, "casts some doubt on the suitability of GCE for such students." The argument that the value of such courses could not be judged in exam results alone would not convince teachers dealing with "the dreary reality of the O level resit or the CSE to O level conversion".

If O levels continued to be demanded by employers, there was a need to identify more accurately the students who were likely to benefit from such courses in the sixth year. More consideration should be given, too, to offering additional or different O levels in the sixth year.

These could include accounts, economics or statistics to replace maths or a syllabus covering a different period in history to relieve the boredom and provide some sort of motivation for such work.

Though sixth formers not taking A levels are often referred to as "new" sixthformers as if they were a uniform group, the foundation's survey failed to identify any particular stereotype to fit this image. Students taking one-year courses varied considerably in the courses they followed, their educational and social backgrounds and in their eventual destinations.

A large proportion of them were girls. Either boys were less keen on continuing their education or the courses offered by schools were less attractive to them.

Their aspirations and attainments were generally more modest than those of students taking two-year courses. But 30 to 40 per cent of them were potential candidates for the CEE and more might have stayed on if such an exam were available.

Comparing school sixth forms and sixth form and tertiary colleges, the foundation found no evidence that one-year students were deterred from continuing their education by having to move to another institution.

One-year courses in colleges and sixth forms, by Denis Vincent and Judy Dean. NFER £2.95.

New Scottish editor named

Mr Willis Pickard, features and literary editor of *The Scotsman*, is to succeed Mr Colin MacLean as editor of *The Times Educational Supplement Scotland*. Mr Pickard, who is 36, will take up his duties with the *TESS* in Edinburgh at the beginning of December.

A first class history graduate of St Andrews University, Mr Pickard joined *The Scotsman* in 1963 as a sub-editor.

Literacy cash ends

Pump-priming funds for the Adult Literacy Resource Agency are to end in March. An announcement will be made soon about the future of the programme, which received government aid of £1m a year for three years and helped more than 100,000 adults with reading problems.

Teachers wait for court ruling on pay

Teachers in the Welsh county of Dyfed are waiting for a ruling from the High Court which could add £200 to their annual salaries.

Mr Justice O'Connor has been asked to decide whether the county should pay the extra allowances to teachers in 22 schools which have been designated as social priority schools.

The county is challenging the procedure adopted by the Burnham Committee which designated the schools and is alleging that the schools were improperly listed.

The case arose when Mr Peter Lewis, a teacher at Milford Haven secondary school, claimed arrears of the allowance dating back to June, 1974. Dyfed contested the claim in court and submitted that the designation of the schools was null and void. About 260 teachers are affected by the case.

The history of the social priority allowances goes back to May, 1974, when the then Education Secretary, Mr Reg Prentice, announced that £10.8m was available for keeping a stable teaching force in some of the most deprived areas. The Burnham Committee had been asked to draw up a plan to distribute the money.

Five criteria were drawn up to help local education authorities to prepare lists of social priority schools.

The Burnham Committee approved the list of schools submitted by local authorities in December, 1974, and in February, 1975, the Education Secretary put the scheme into effect. The Burnham Committee then formed itself into a designating committee and formally designated the schools.

Dyfed contends that the designating committee did not have regard to the five criteria and was wrongly delegating its powers to local authorities.

ANNOUNCEMENT

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MACMILLAN EDUCATION

Why sir is three parts gone . . .

by Bob Doe

Many heads of department spend only about a quarter of their time teaching, according to a timetable submitted by a teacher to a meeting of teachers and industrialists last week.

Mr Peter Borrows, head of science at Pimlico School, London, complained that teachers were increasingly acting as social workers. Because schools have grown so big, he said, they spend much of their time simply "communicating" with colleagues.

He told the meeting, which was called to discuss school and work links: "If kids go out into industry not knowing much science, it isn't *very* surprising."

More than half the teachers present agreed that his experience was not untypical, though some said it applied less outside the inner cities.

Mr Borrows's timetable showed that only 16 out of 58 hours were actually spent in the classroom. But, he insisted, Pimlico was by no means a bad school.

As schools grew, he said the time teachers spent in meetings increased at a disproportionate rate. They also spent far too much time on a small number of problem children and in case conferences.

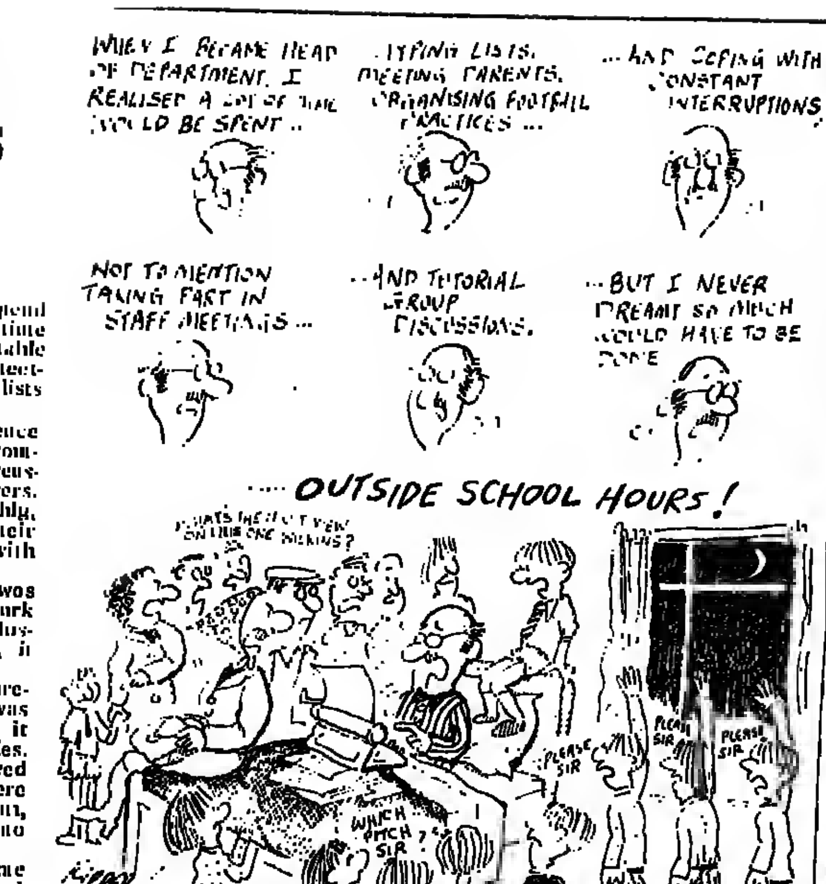
The emphasis in schools had switched from the academic to the pastoral. "The heads of year meet once a week in school time. The heads of department meet only once a month, and after school."

Lack of ancillary back-up, not just in the department but throughout the school was another difficulty. Much of his time was spent on typing out lists demanded by the deputy head. He had seen the head typing away in the evenings, too, or even sweeping a corridor before a parents evening.

Inner London schools, he said, were fairly well off when it came to spending on consumables. His department got £4,100 to spend on books, paper and materials. But that worked out at 2p a head for each lesson. "One broken thermometer and that is that class's allocation gone for a week."

"Boring and ineffectual teachers" were largely responsible for the swing against science and industry, but his bitterest complaint was about the constant stream of interruptions to lessons that whittled a further 20 per cent of teaching time from the 16 hours he spent in the classroom.

The two minutes left at the end of a lesson to draw all the threads together were lost to announcements about football or choir practices.



THE TIMETABLE

Class teaching	16 hours
Supervision (break duties, patrolling corridors etc)	2 hours
Tutorial and year group meetings	1 hours
Departmental meetings after school	4 hours (double in bad week)
Administration (writing letters to parents, publishers and suppliers, filling up lists and forms) and lesson preparation	25 hours
Marking	5 hours
Attendances at teachers centres	3 hours
Total	58 hours

* Add 4 hours a month for parents' evenings

National Front threat to 'red teachers'

by Stephen Cohen

Bulldog, a new National Front newspaper for schoolchildren which circulates in East London schools, says it will expose "Red teachers" in next week's issue.

The major teachers' unions say they will support members who are named and who wish to take legal action. The paper itself has been referred to the Attorney-General for action under the Race Relations Act.

About 1,000 copies of the first two editions of *Bulldog* have been given out to schoolchildren in Barking. The third edition, which comes out next week, will print 2,000 copies. All will be paid for by the magazine's editor, 16-year-old Mr Joe Pearce, who left Eastbury Comprehensive School this summer, and is now studying rubber and plastic technology at South Bank Polytechnic.

Pearce is the National Front's youth organizer in East London. His magazine promises to expose "all the names of all the Red teachers in a big East End school". The current issue exhorts readers to "give the communist teachers nightmares".

The magazine was described by teachers' leaders this week as scurrilous rubbish, scandalous, beneath contempt, nasty propaganda, and objectionable.

Barking education authority is also concerned. Mr Dennis, deputy chief education officer, said that head teachers had been asked to keep a low profile. "We have said to the heads that they should not encourage the distribution of political literature in schools. What they do outside the school is their own affair."

The schools had prevented the issue from becoming too obvious, but copies of the magazine had been pinned on school notice boards and NF stickers had appeared on windows.

A spokesman for the National Union of Teachers said the union was concerned at the "nasty propaganda being pushed about". The union is "totally opposed to the recruitment of schoolchildren and the distribution of racialist literature in schools. The whole thing is only worthy of contempt."

The NUT executive is to meet soon to discuss the growing number of extreme right-wing publications finding their way into the hands of young people.

● Left-wing students are to produce a leaflet counter-attacking National Front propaganda for distribution to school children. The leaflet will describe the Nazi background of major NF personalities.

A level maths: common core agreed

The universities are now agreed that a common core is needed for all A level mathematics courses and there is a wide measure of agreement among them on what should be in it. There are more than 50 syllabuses at this level.

A report just published by the Standing Conference on University Entrance (SCUE) says there is now a consensus among members on what constitutes the minimal core of mathematics required in a wide variety of degree courses. The views of 80 per cent of them are given. The report also contains a draft of the core syllabus they want.

They put emphasis on the selection and retention of traditional manipulative skills. Topics which gave this sort of practice, they say, should be included for their own use as well as for any intrinsic merit. *A university view on a possible minimal core for A level mathematics, SCUE Syllabus Studies* is available from 29 Tavistock Square, London WC1H 9EZ.

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PERSONAL COLUMN

Gerry Fowler

Doubts about a miracle

Two weeks ago I presented the certificates at the speech day of a North London comprehensive school. The school is in a racially mixed area with much decaying housing, but with some streets again "coming up" socially, refurbished and occupied by members of the intellectual middle class.

Perhaps 40 per cent of the pupils to whom I presented certificates were West Indian, Turkish, Greek or Asian. Most of the rest were clearly of "working-class" families. After the ceremony, one girl charmingly thanked me for "being so articulate"! I was not aware that I had been—but clearly expected standards vary on what we are learning to call oracy.

From what I saw of the school—and schools are as much about ethos and the spirit of community as they are about formal classroom transactions—I thought it was doing a first-class job. There was an atmosphere of hope and of cooperative endeavour, despite the bleakness of some of its surroundings, and a too-high level of youth unemployment.

Significantly, I did not hear a single complaint or grouse while I was there—from a pupil, a parent or a member of staff. (In education, that is not just remarkable; it is damned near a miracle). Yet a few years ago that school was what the Savonarola of Highbury, now transmuted into the Cassandra of the House of Commons, Dr Boyson, would have described as a sink school.

Now, all of this was interesting enough. But what fascinated me about the school was its governors, or those of them that I met. Three of them were not now acquaintances, but rather old friends. All that I met that evening were solidly middle-class, well-educated, liberal, and caring. They came from that part of the area which was "coming up" again. The politics of most of them were social democratic—perhaps unsurprisingly, granted the overwhelming political preference of the area.

One governor was a member of the ILEA. Another was a former educational administrator, now an academic analyst of the subject. The Taylor Committee's recommendation that school governors should undergo induction and in-service education on their duties and functions seems inapposite in their case. They would be lecturing on such courses, rather than attending them.

As far as I could tell, the governors were an asset to the school. They had given support to the efforts of the staff, they encouraged parents to come into the school and discuss their children's education, and above all some of them had translated principles into practice by sending their own children to the school. Yet despite all this, I was left that evening with some sneaking doubts both about the arrangement in that school and about the Taylor Report.

Taylor wants to get rid of the dominance of political appointees on governing bodies. I do not cavil at that. But it will not necessarily affect the political composition of governing bodies in that part of North London, where black reactionaries and even pale blue Tory reformers would stand little chance in a parental election. For that matter, I cannot see many bearded champions of the extreme left gaining electoral success in darkest Tunbridge Wells, whatever the present sins of the Kent l.e.a.

Much more seriously, little suggests to me that, in areas like that of the school I visited, election of governors by parents will throw up people unlike those who already sit on the governing bodies. Some of them, as parents, will be eligible for election. All of them are articulate—and in any democratic electoral college, that is an enormous advantage. And they and their ilk will be there—attending parental meetings, and perhaps quite inadvertently and certainly unintentionally dominating them.

Then we have the selection of community representatives. Taylor thinks that local organizations should nominate, but the l.e.a. draw up a list of suitable candidates, the remaining governors (l.e.a., parent, and staff) then appoint. In a school like the one I visited, so long as the ILEA remains Labour-controlled and parents' meetings behave as I have predicted, the result is a foregone conclusion. The same chaps will be there.

It may be argued that this is no bad thing. Their virtues and talents are invaluable to the school. But the niggling worry remains. Would they be any more representative of the mass of the local community than they are now—not in the sense of being at least in part elected by that community, but in that of being in tune with the problems, worries, hopes and fears of its members, and of their children? Of course, if the new governors did have this last quality, they might equally be less at articulating those problems, let alone those hopes.

There is no doubt that in some parts of the country the implementation of Taylor would change substantially the composition of governing bodies. In others it is likely to make virtually *no difference* except for the *guaranteed representation of staff. That is why it* is odd that the general secretary of the NUT described Taylor as a "busybodies' charter". Surely he cannot have meant the members of his own union?

If he did not mean them, then the others, he might at least recognize that some of them hustled themselves so successfully that they actually bred the children who are both the raw material and the product of the school. But he should also know that in schools like the one I visited the governing bodies already include as fine a collection of potential busybodies as one could wish to find anywhere—able, conscientious, some enjoying that leisure known only to the middle class, and if they took the articles of government literally, all the powers they need to make themselves a perpetual nuisance.

They do not take their powers literally. In that school, for example, the staff handbook reports that the curriculum is, to prac..., normally left to the head and staff. That may cheer Mr Jarvis, but it still worries me.

Boys public schools that have a quota of places for girls may be breaking the law. Lucy Hodges reports. Below: an explanation of the legal snag

. . . limited number of girls accepted . . .

Legal history is being made this term as a boys' public school in Suffolk begins to phase in girls under an order approved by the Equal Opportunities Commission.

Other independent schools which have gone coeducational may be technically doing it illegally—without applying for permission to fix a quota of girls.

There is nothing particularly new about independent boys' schools taking girls under economic pressure or as a result of changing ideas. What is novel here is that Framlingham College, which was once a boys' direct grant school, is controlling its intake of girls—in effect operating a quota system—with the permission of the commission.

Quotas are outlawed by the 1975 Sex Discrimination Act and private schools that want to control the admission of girls over a period have to apply for a Transitional Exemption Order. Maintained schools deal with the Department of Education and Science. The system is outlined below by Miss Betty Lockwood, the commission's chairman.

So far, Framlingham is the only school to have applied for such an exemption from the Act. Other public schools, such as Taunton and Oakham, which have gone coeducational and operate this on a quota basis have done so without applying for an exemption.

Mr John Dorrall, general secretary of the Headmasters' Conference, the association of the best known public schools, said he had received no queries on the matter from his members. He could see little advantage in a school applying for a Transitional Exemption Order.

From this term Framlingham's junior school is taking day girls only. These will move up the school at the rate of up to 25 a year until the college has the resources to cope with more girls, especially as boarders.

Mr Laurie Rimmer, the college head, said girls were being admitted because it was the right educational philosophy, not because the school needed more pupils.

Last month 14 girls were accepted into the junior school and three more staff were taken on. A new building has been put up including common rooms, changing rooms and cloakrooms. Netball and other "girls" games have been laid on.

He is not planning to increase the number of boys in the school. This now stands at about 430 seniors and 210 juniors. Fees range from £1,650 a year for a senior school boarder to £800 for a junior day pupil.

Another public school which is to go coeducational next September is Rydal, in Colwyn Bay, Wales. This plans to phase girls into its preparatory school and to keep their number down to about one-quarter that of boys.

The Reverend Kenneth Underwood, the prep school head, said he knew nothing about a Transitional Exemption Order but would now be looking into it. The school had been wanting to take girls for some time partly because of pressure from parents to keep sons and daughters together.

Rydal did not, however, want to poach pupils from the nearby independent girls' school, Penrose College, and had waited until it started admitting boys to its junior school.

Oakham School, in Rutland, started taking girls in 1971 and now has 350, compared with 600 boys. However, because of limited facilities, it is having to turn away about twice as many boarding applications from girls as it has places.

Girls are also being turned away in droves from Taunton School, Somerset, which went mixed in September, 1976. It has beds for only 50 girl boarders. "I am embarrassed by the number of girls I have to turn away", said Mr Norman Roberts, the head. "It amounts to about two or three a week."

Taunton could not expand its girls' places without the necessary funds. "Nothing would please me more than to be able to do so."

Most boys' public schools which have opened their doors to girls have not done so in every class, like Taunton or Oakham, but only in the sixth form. This is worrying the Equal Opportunities Commission, which feels that many schools may be overstepping the mark.

Schools are not considered coeducational and therefore subject to the Sex Discrimination Act if they are taking small numbers of the opposite sex and confining them to particular courses or classes. This has been interpreted by a school such as Westminster, which has 45 sixth-form girls, as meaning that it can admit up to 10 per cent of girls to do A levels with boys.

But Dr John Rae, the head, said the Act was not at all clear. Marlborough, another public school to take girls in the sixth form, also took legal advice and decided it was not contravening the Act. Mr R. W. Ellis said he took about 40 girls a year into the sixth form.

These half-measures at coeducation in the sixth form do not please some independent girls' school heads, notably Miss Elizabeth Manners, of Felixstowe College, in Suffolk. She had no objection or fear of the nearby Framlingham going mixed, she said.

"What I do object to and object to violently, is independent boys' schools pinching our clever girls for the sixth form. There is nothing to justify this and it has been done purely because the boys' schools were running out of sixth-formers. They hope to bribe boys to stay on at school. It is poppycock that they care about girls."

Miss Manners said she had been considering opening her sixth form to boys who were having to leave their public schools for financial reasons or who could not study what they wanted to at their present schools. "I have had some inquiries but have not yet been convinced that we could do any better for them than the schools they are at."

For a long time now a number of boys' private schools, especially preparatory schools, have taken a handful of girls—sisters of boy pupils or daughters of teachers. This does not in itself contravene the Sex Discrimination Act, but if schools do this and refuse to take girls who are not connected with the school, they act illegally.

Ins and outs of being exempt

BETTY LOCKWOOD, chairman of the Equal Opportunities Commission, explains the law on going coeducational

Over the past 10 years the national trend towards coeducation has accelerated and begun to affect the independent schools. With the Sex Discrimination Act 1975, a new element arrived—the Transitional Exemption Order, now an essential part of the change towards coeducation.

The "exemption" referred to in the order is from the requirements of Section 22 of the Act. This section makes it unlawful to operate discrimination in admissions, or any kind of quota in fact, in recruiting to coeducational establishments. That is, pupils or students cannot be excluded because of their sex in order to maintain a predetermined sex balance.

The "transition" is the gradual process from a single sex to a coeducational intake throughout and implies, correctly, a time limit within which the planned coeducation must be achieved. After the exemption order expires, no discriminatory admissions can be allowed, and Section 22 applies in full.

Since one main principle of an exemption order is to allow a single-sex school or college to reorganize by phased annual recruitment, if preferred, it follows that the normal maximum span would be the time for coeducation to work through: six years for an eight to 13 school or for a 13 to 18 school; three or four years for a college or for a three to five nursery school.

On the other hand, there may be other reasons for phasing in girls (or boys) gradually over a period. It may be necessary to build extra accommodation (day or boarding) before full co-education can be achieved, or indeed to recruit more or different staff. The commission's view is that every help and cooperation should be given to schools wishing to reorganize, and it will consider very thoroughly the case put forward for a particular time span for phasing.

Thus the effect of the order is to suspend the legal requirements of Section 22 and the abolition of quotas only for the period of the order. No action could then be taken against a school holding an exemption order for excluding a boy or girl in order to maintain the necessary sex balance in those transitional years. But governing bodies should be clear that this is only where their admissions procedures are covered by the terms and conditions (if any) of the order. Any school wishing advice in case of doubt during such a transitional period would be wise to consult the commission whose specialists will readily give continued help.

The commission must of course, satisfy itself first that a transitional exemption order is justified. If, for example, coeducation is being achieved by merging two schools or colleges of opposite sex, there may seem no immediate need for transitional discriminatory admissions (that is for artificially laid quotas for either sex). Establishments will need to consider their case for asking for a transitional period, against the commission's requirement to satisfy itself "that the terms of the application are reasonable having regard to the nature of the premises at which the establishment is carried on, the accommodation, equipment and facilities available, and the financial resources of the responsible body".

The commission's procedures for considering exemption orders will always involve a visit to the school, at least in the immediate future until precedents are well established, as well as full advance details (on standard forms obtainable from the commission) of accommodation, staffing, admission arrangements and proposed organizations. We attach a good deal of importance to consultation at first-hand.

One interesting legal question is "when does a single-sex school become coeducational?" There is no easy finite answer. Section 26 (1)(b) includes as single-sex for the purpose of this Act establishments with pupils of the opposite sex "whose numbers are comparatively small and whose admission is confined to particular courses of instruction or teaching classes".

The word "and" (rather than "or") is legally significant. A school for boys which admits three girls from a nearby sixth form for A-level physics is clearly still single-sex. But what of the boys' school which has developed a wholly mixed sixth where courses of study are not "particular" but open to all?

Is a school with an intake of 100 boys and 25 girls coeducational? Under this Act it is. Provided that no girl or boy were excluded *because of their* sex, Section 22 of the Act would not be contravened. Schools in doubt should contact the commission for advice.

The commission's first (and so far only) application for a transitional exemption order has come from Framlingham College in Suffolk, and includes Brandeston Hall, its junior department. The governing body's application to admit day girls from 1977 as a first phase towards coeducation has just been approved by the commission, thus making legal history.

One wonders if Framlingham College is really the only school beginning to reorganize? Are there others with mixed sixths on a single-sex base, with steady and increasing recruitment of sisters (or brothers) about whom we do not know? We hope schools will regard us as a source of advice and help to make sure that their reorganization is smooth, efficient—and legal.

Any private school wishing for advice on guidance and which either is reorganizing (from single-sex) or wishes to do so, should write to the Equal Opportunities Commission at the Manchester headquarters (Overseas House, Quay Street, Manchester M3 3HN). We are here to help. The transitional exemption order procedure applies to Scotland as well as to England and Wales.

Day release plan urged for probationers

A national induction scheme for all probationary teachers by 1981 is likely to be recommended next week by a sub-committee of the Advisory Committee on the Supply and Training of Teachers.

The scheme would provide for the equivalent of one day a week release for probationers to attend outside courses, observe senior colleagues and spend time with teacher-tutors.

Members of the sub-committee, meeting at Bristol University last month, heard evaluation reports of the two Government-sponsored pilot induction schemes begun in 1974 in Northumberland and Liverpool. Their recommendation on the national scheme will go to the full advisory committee for a decision.

Miss Sheila Browne, senior chief inspector, DES, is understood to have told the Bristol conference that the Government had allowed for a gradual progressive increase for induction in its policy expenditure review.

The sub-committee is also expected to decide that a handbook should be prepared for the guidance of authorities with little experience of induction schemes though it would be difficult at this stage for it to include definitive guidance on the role of the teacher-tutor, a topic on which there was considerable difference of opinion at Bristol.

Unions warned

The National Union of Students executive voted by 11 to 3 at the weekend to seek union approval to suspend from membership unions who deny democratic rights to Jewish students. This follows a series of attempts, some successful, at colleges and universities to ban Jewish societies.

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Students' poor return from foreign part

Seventy per cent of the top band of a group of modern language students who went abroad for a year to improve their skills came back worse than before they went in one important aspect of language use, according to a Bradford University survey.

"A very large number had not improved in their ability to deal with sustained discourse", it says. "Indeed, marked deterioration occurred in some students."

Some were placed in industry as translators, interpreters or teachers. Others followed courses at universities. It was among this group that 70 per cent of those classed "good" before they went performed worse on their return. Only 15.9 per cent registered a "high degree of improvement".

Among the work-place students the performances of 38.7 per cent of the "good" ones had deteriorated.

The survey—Into the value of a period abroad for the modern language student—was carried out by a team led by Professor Frank Willis, director of the university's modern languages centre. It was directed at 88 students of French and German who spent six months in each country between 1973 and 1975.

Many of the tests showed that students had increased significantly their command of the spoken language in terms of comprehension and ability to speak and had acquired a greater understanding of the society and culture of the foreign community.

Students were not very good at the extensive use of their foreign language before going abroad, says the survey. But this at least shows that their equally poor performance after 12 months among native speakers cannot be blamed on the absence while abroad of practice and training they had been getting at Bradford.

"It was disconcerting to note that the performance was marked not so much by hesitancies, pauses or redundant material but rather by lack of basic vocabulary, gross errors in syntax and poor pronunciation and intonation. . . .

"It is clear that for many students serious interference with their linguistic competence occurred, at elementary levels of grammar and lexis, whenever an unfamiliar demand was placed upon them."

It might be that students did not get sufficient opportunity to acquire and practise narrating techniques which would develop their performance in discussing abstract topics.

Another test—ability to read a message aloud—showed that half of the "good" work-place students performed worse on return; of the study-based students, 36.4 per cent registered a "deterioration in performance".

This, the report says, "may have resulted from a less careful attitude to pronunciation and intonation, or the test itself may not have been fine enough to enable a consistent discrimination to be made between degrees of "Frenchness" or "Germanness".

Most of the students placed at universities showed no improvement in listening comprehension when they returned. Most of those who had been at work-places showed moderate improvement.

On the results of the university-based students, the report comments: "It might have been expected that regular attendance at lectures, seminars and classes in the foreign language would have strengthened and developed aural skills; it might also have been thought that in this area they would have had greater opportunity for hearing sustained discourse than work-place students. Only in the case of students rated 'poor' did improvement occur to any great extent.

"This may underline the long held suspicion that in a great number of cases contact with native speakers of the language is largely confined to formal lecture-classroom situations."

The better performance of work-place students may [illegible] that "by virtue of their [illegible] had on the whole greater opportunities—perhaps even obliged—to listen and act upon the language."

While emphasizing that the report should be seen as [illegible] more than a pilot survey, the authors conclude: "On the basis of our inquiry—the comparison of two quite different types of placement—it would seem [illegible] able to assert that the general pattern of findings clearly favours work-placements."

And they call for more [illegible] research into the returns on [illegible] in promoting travel, [illegible] and training abroad.

Residence Abroad and The Study of Modern Languages. University of Bradford Modern Languages Centre. £2.50.

Bert L[illegible]

Mixed ability forced on language staffs

Most mixed ability teaching of modern languages is imposed on reluctant teachers by heads, according to a survey by the Modern Languages Association. In most cases there was little or no back-up in the shape of extra resources or training.

In more than half of the 126 schools that had experience of teaching foreign languages in mixed ability groups the heads had decided that languages would be taught in this way. In only a third was it a departmental decision. Forty-five per cent of the teachers had "mixed feelings" at the outset, but only 16 per cent were actually opposed to the idea.

Teachers in only a quarter of the schools said "adequate funds" were provided. In 84 per cent in-service training was not available to help them to make the switch.

Though most teachers were not enthusiastic at the beginning, 60 per cent were in favour of unstreamed groups in the first year at the time of the survey. Only 17 per cent, however, believed that those should continue into the second year. Only 4 per cent thought they should go on into the third year.

The teachers were equally split three ways on which pupils had gained academically from mixed groups—the below average ability, the average, and "none".

More than half believed the above average pupils had suffered. The same number thought discipline had not been affected. A third said discipline had become worse.

Altogether the association had replies from teachers in nearly 300 schools. The 172 who had never tried mixed ability teaching were less well disposed towards it, 76 per cent were against the idea for any age group.

Though the replies could hardly be said to constitute a random sample—the questionnaire was sent out in the Association's journal last year—some of the results agree broadly with a survey of mixed ability teaching carried out by the National Foundation for Educational Research.

Mixed ability teaching in modern languages. 30p from the MLA, 245 Highbury Grove, London N5 2EA.

SAFER BIKE. Trainee motorcyclists prepare for a test at the end of a course run by the RAC in Walton-on-Thames. This week the Government announced a scheme designed to reduce the high number of motor cycle casualties. The scheme, called "Superrider", will be run by the Schools Traffic Education Programme and financed by the cycle industry through a [illegible] levy on each machine sold. The scheme was prompted by a [illegible] increase in casualties last year. Nearly 1,000 motor cyclists were killed and 19,000 seriously injured—one fifth more than in 1975.

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Retirement plan

Local authorities could make big savings if they allowed older teachers to retire early, a teachers' leader said last week.

Mr Bernard Wakefield, assistant general secretary of the National Association of Schoolmasters—Union of Women Teachers, said in Oxford that authorities could save more than £1,000 by retiring an older teacher with full compensation and appointing a newly-qualified recruit in his place.

Northern Ireland

Support grows for new comprehensives

The Association of Education and Library Boards welcomes the decision that Northern Ireland schools are to go comprehensive, it was decided at the association's annual conference in Newcastle, County Down, last weekend.

An original motion, proposed by the executive, merely recognized that the statement of the Minister of State for Education, Lord Melchett, last June was made following consideration "of many matters and points of view" and resolved to cooperate with the interim selection procedure which has been devised to replace the 11-plus.

Seconding this motion Mr John Scott, North Eastern Board, said he had yet to meet anyone who believed the interim transfer procedure was an ideal solution, but, since a decision to go ahead with it had been taken, it was the responsibility of area boards to operate it.

The decision to devise the interim procedure stemmed from dissatisfaction with the fallacies inherent in the existing methods, namely that levels of ability remain constant after the age of 11, that only a minority of children can benefit from an academic education, and that different ability children demand different schools.

Cramming, the pass/fail concept, the competitive element and the traumatic experience of a "once off" chance to pass, were among the bad effects of the 11-plus, said Mr Scott. "It was abolished by popular demand, not change for change's sake", he said.

Ms Hazel Bradford, South Eastern Board, claimed the interim procedure was "a minefield of unhappiness" for the 15 to 20 per cent of children who are recommended for a grammar school place but do not get one.

Mr Tony Spencer, Belfast Board, then proposed an amendment welcoming Lord Melchett's go-ahead for comprehensive schools and adding that the board would cooperate "in the preparation of schemes of reorganization". He asked why the association was not discussing comprehensive education. "We ought to be honest with ourselves and with the Department of Education", he argued. The amendment was carried after some discussion.

The previous day, the conference accepted the executive's report, including a statement on comprehensive schooling issued several months before the minister made his announcement. The statement said that comprehensive education might be the best form of organization in "certain identifiable areas of the province".

No easy way in for unemployed

Despite an unusual alliance of teacher unions, a resolution designed to guarantee teaching posts to redundant teachers was thrown out by a large majority.

Mr David Allen, a member of the North Eastern Board who takes over as general secretary of the Ulster Teachers Union next January, proposed that legislation be amended to permit boards "to appoint without advertisement, redundant teachers to teaching posts in controlled schools, with the school managements committees having the right of appeal to the department against any such appointment".

Mr Allen argued that in most cases, teachers were made redundant through no fault of their own, because of falling school rolls.

"Often the stigma of unemployment stays with the teacher", he claimed, and this made it difficult for them to find jobs. The motion was seconded by Mr John Scott, former president of the National Association of Schoolmasters Union of Women Teachers.

The Rev R. H. Pinkerton, Western Board, urged the conference not to let its natural sympathy for unemployed teachers outrun its concern for school management committees. It would be "a severe restriction of their rights" if teachers could be appointed without their consent.

The chief officer of the Southern Board Mr W. J. Dickson, said the motion would restrict the power of management committees at a time when the trend was towards more local control.

School to work

L.e.a. to tag 28,000 leavers

Cheshire is to try to chart the careers of every one of its young people for ten years after leaving school in an effort to help schools fine tune pupils more effectively for the adult world. It will mean keeping track of 28,000 youngsters at a time.

Employers, unions and others—including teachers—have been pointing out that now schools know little about the subsequent fate of their pupils, and are, therefore, working in the dark.

Mr John Yates, deputy county careers officer, says: "We have for some years been trying to follow up leavers, but we have only managed to keep in touch with about three-quarters of them. It is relatively simple to do it if they stay in their first job but not when they start moving around.

"The objective of our new system is to keep tags on at least 95 per cent of the group throughout the two years, and to record and analyse the information in a way which will be of use to the schools."

The careers department will also watch the use which leavers make of the courses and work experience options available under the government's youth opportunities scheme—the Holland programme—and tell the organisers which projects seem most suited to the youngsters' needs.

Mr John Tomlinson, the Cheshire director of education, is also chairman of the national Further Education Unit which is closely involved in shaping the education service's contribution to the programme.

Skill site opens

An engineering training workshop for up to 40 teenagers officially opened its doors on a Birmingham factory estate this week.

The workshop project, called Inraskill, is being set up by the Young Volunteer Force Foundation with financial support of the Manpower Services Commission.

Onus on industry to polish up its image, says youth report

Industry should take the lead in easing the transition from school to work, says a report published last week by the National Youth Bureau.

"The onus is on industry to encourage young people to join it in a positive frame of mind", it says, "through greater knowledge of its requirements, procedures, work and history. This can be done best, initially, through the teachers in schools and colleges, but it is for industry to take the lead by showing its willingness to cooperate on a meaningful level."

Youth into Industry is a study of the attitudes of once than 200 young apprentices and operatives to their work in a large GEC factory in the Midlands. It was carried out between December 1975 and February 1977 by Martin Simon, an industrial psychologist.

The study showed that satisfaction with the job tended to decline with length of service up to the age of 21. When satisfaction increased after that, Mr Simon says, it was because of factors outside the factory.

The report isolates a number of problem areas, including lack of knowledge and advice at school, false expectations of work, inadequate careers advice, low standards of recruitment, unsatisfactory induction procedures, problems of training, management and supervision, and the work itself.

Industry should improve its communications about the job it is doing, it says. "Representatives of industry who question the knowledge that teachers possess on the broad nature of industrial work would do well to consider that teachers in the main constitute an intelligent and articulate section of the community, perfectly able to form their own judgements on a variety of topics including industry.

"If a company considers these judgements not to be valid in their case, their task is to promote that case. Rather than combine a negative dialogue of the type observed during this research, organizations should endeavour to provide more worthwhile information about the practical details of work (physical, social and technical) and statistics hitherto often surrounded in secrecy or lodged in often dubious reports and accounts. . . ."

Visits to factories should be encouraged but ground rule must be done first.

Industry should also improve its physical and psychological environment. Training departments have too little status, and are often misunderstood by senior management. "Training must start at the top and work its way down."

The expectations by young people that industrial work is boring and repetitive "are broadly realistic. There is now a real necessity for action to be seen to be taken to expand job responsibilities or control. As young people move through the training process, opportunities for stimulation from the job gradually decrease until eventually even the skilled person is performing routine sets."

Mr Simon suggests individual control of work, and more participation in designing products and organizing procedures. Investment will be needed to improve working conditions. "Industry should be made more aware of the effects of some adverse conditions on the work force."

"Where it cannot take actions to improve conditions, all members of the work force should be made aware of the justification of inaction. It is likely that today's young work force will be continuing to require higher standards."

There should be more informative management, and in particular a system of pulling young people on of workshops to meet managers and trades union representatives.

"Some people might suggest that there is nothing that industry can do about young people whose attitudes are already formed by their background, education and numerous other factors.

"However, the point is this. Industry has to accept that the individual members of its labour force are living in other psychologically and socially. It is up to the organization to develop people and not to merely blame or try to change earlier events . . . Only by some sort of practical action can industry hope that people will want to work to their best capabilities within it." *Youth into Industry*, by Martin Simon, National Youth Bureau, 17-23 Albion Street, Leicester, LE1 6GD. £2.50.

Training boards accused of apathy on race

The new Commission for Racial Equality has not yet published a report on industrial training boards prepared in May by its predecessor, the Community Relations Commission, with the help of the Runnymede Trust.

The report alleges that most of the boards are failing to do enough to provide employers with information and training on race relations. It calls on the Government's Training Services Agency to prod them into action. It also wants the agency to campaign for equality in training.

None of the 18 boards interviewed, says the report, is encouraging employers to introduce equal opportunities policies. None has formulated a policy for its own staff. Some are even failing in equal employers to meet their legal obligations.

None of them keeps statistics of the number of workers from the ethnic minorities, although the race relations bodies believe this to be necessary.

Few encourage or help employers to provide language training or have considered the need for safety notices in Asian languages—despite the evidence of a West Yorkshire study that two-thirds of the Asian work force lack the English for essential communication.

Most of the boards give low priority to training managers and supervisors in race relations. Managements need to be trained, it says, to ensure that racial discrimination is not taking place in recruitment and selection as well as in promotion and training.

It urges the Training Services Agency to press the implications of the race relations legislation on the training boards and to issue guidelines for action to meet the special training needs of the minorities.

The agency is told to turn its drive to provide more training for women into a campaign for equal opportunity, covering both women and racial minorities.

Parallel provisions in the race relations and sex discrimination legislation show that "the ready justification and acceptance of greater equality for women can be used to enhance the move to greater equality at the same time".

Each board should appoint one senior staff member to promote advice and training in race relations.

This is believed to be the first time a statutory body has proposed that action against race and sex discrimination should be combined.

In a foreword, Mr Richard O'Brien, chairman of the Manpower Services Commission which controls the Training Services Agency, says the recommendations are sensible.

Mark Jackson

Frustration of pupils ill equipped to learn

Only 37.3 per cent of the intake to one Leicestershire comprehensives last year had a reading age of 11 or over, according to the county branch of the National Union of Teachers. In 17 high schools the figure was 56.8 per cent.

"As most secondary work is based on the use of resource material which is mostly in written form", says the teachers' report, "it does not take much imagination to see why a sizable number of pupils become frustrated and consider that school has nothing to offer them."

The report, which is concerned with the education of pupils with learning difficulties in ordinary and special schools, criticises modern teaching methods. Teachers, it complains, are persuaded by the community and the media to become social manipulators to such an extent that positive teaching is becoming extinct.

"The teacher who fosters lively curiosity without providing the equipment to facilitate discovery is the very architect of frustration."

The report recommends that standards in basic subjects should be measured at regular intervals against acceptable standards. A group of teachers should be commissioned to carry out a survey of the reading attainment of all pupils who entered secondary schools last September and the local NUT division should then make recommendations to raise the standards if necessary.

Most children with learning difficulties were not maladjusted or brain damaged but "victims of the country's education system; they have been allowed to drift on unmotivated, unnoticed, untaught or plain lazy".

Remedial teachers are undervalued and underpaid, says the report, largely because of the idea that any fool can teach the backward. This is untrue. It advises the most careful selection and training of teachers for remedial work.

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Manchester's RC schools have at last reorganized 10 years after the rest of the city's schools.

TIM ALBERT visits one of the 12 new secondaries

How Manchester's Catholics took to the all-in creed

For a school barely five weeks old, St Thomas Aquinas is doing pretty well. There are some obvious shortcomings: the furniture in the junior remedial unit has not arrived; there are only 40 staff-room pigeon holes for a staff of 72; a handwritten notice saying BOYS has been pasted over the doors on what used to be the girls' lavatories.

Generally, however, things now seem to be running smoothly. There is confidence about the future.

"We are now here for better for worse, for richer for poorer", says Sister Sheila, the brisk and jolly nun who is the new headmistress. "Selection or not, I want to make this school as good as any of the others around, and I think we can give every bit as good an education as we did before—better in some ways. Everybody is very happy. . ."

Until the beginning of this term the buildings of St Thomas Aquinas housed two very different schools. The Marist High School was a rather genteel, definitely selective grammar school for girls run by nuns, who had their own little convent on their modern site, set in a leafy suburb of Manchester within sight of the Pennines. St George's School, though only about a mile away, was a definitely less elegant secondary modern for boys and girls.

They have now been joined together as part of the whole-scale reorganization of Roman Catholic secondary education in the city, a union which has not been universally welcomed.

A 10-form comprehensive (though banded) first form intake now shares the old secondary modern buildings—designated the Lower School—with the second and fifth years secondary modern pupils. The third and fourth years share the former Marist buildings with the former grammar school girls.

Of the staff of 72, 44 are new. Most have to commute at least once a day. Some of the boys have to commute too for the time being. "Boys?", laughs Sister Sheila. "I like having them around. I have found them very enthusiastic. And much less studied in their reactions than the girls."

St Thomas Aquinas is now part of a network of 12 "new" 11-16 comprehensives and two sixth-form colleges that have replaced a complicated and divisive array of 24 maintained schools—five of them grammar schools—and a further five direct grant schools, predominantly single sex schools.

Six months ago, a local official told me he thought the operation of pulling things together was "the most burdensome and most complicated" he had ever been concerned with. Recently, however, officials seemed to be breathing huge sighs of relief. A representative of the Catholic education authorities was even willing to give a cautious welcome to the result.

"The parent bodies have been actively involved in preparing the reorganization", said Mr Norman Lewis, education officer with Salford diocese. "They would recognize that the job that has been done has got its limitations: it is limited by time and resources—it's not a 'green field' reorganization where we could build where we liked, to the sizes we liked. But within its imperfections they are determined to make a go of it . . .".

The reorganization of the non-Catholic schools in Manchester took place between 1963 and 1967. At the time the Catholic hierarchy decided that they should follow the national trends, and in 1964 set up a working party. In spite of more than 100 meetings it made little progress.

To be fair, the political climate in the city was constantly wavering and the complicated provision then existing—with some schools owned by the Diocese of Salford, some by the Diocese of Shrewsbury, and some by religious orders—needed skilful unravelling.

In the early 1970s, with a Labour majority again on the education committee, the pressure increased. An added consideration was the growing realization that the falling birthrate among Catholics would mean that in a few years the city authorities would no longer need to take up places in the Catholic direct grant schools.

By 1974 a plan was produced. This suggested transferring one school to a neighbouring authority, setting up three sixth form colleges and combining the others into mainly coeducational 11-16 comprehensives. Public consultation produced what many observers saw as remarkable divisions and bitterness, but the essential parts were kept.

One school opted for independence; the number of sixth-form colleges was reduced; some of the original pairings were altered; a greater proportion of the new comprehensives became single sex schools.

No doubt alarmed by what was happening in the nearby authority of Tameside, the Manchester education authority decided they would reorganize in less than a year. Most people say now that the time was too short by a couple of months. But a longer wait would have been unbearable.

The greatest single problem turned out to be redistributing the 900 teachers among the new schools. A joint staffing agency was set up, consisting of representatives from the board of governors of each school and five members of the education committee. It played a crucial role: "Of course there were heartbreaks", said one head, "but setting that aside, the agency did as useful a job as it could . . . I don't think it could have been done any other way."

Many staff stood to lose their jobs—26 existing heads had to be cut down to 12 (the two sixth-form colleges had reserved headships). As elsewhere, there were shortages in certain subject areas. Time began to run out. At St Thomas Aquinas, for example, the last members of staff were appointed only two weeks before the start of the new term.

Nevertheless, the job was com-pleted in time. Teachers gene[rally] give the impression of ha[ving] settled down. In some ca[ses] special titles (senior deputy h[ead] or senior master) had been inve[nted] to ease the demotions (salaries [have] been safeguarded), and officials recommended a policy of mo[ving] displaced heads and deputies [away] from their old schools. But as [one] displaced head said: "You can't [be] a head for 17 years, step down, a[nd] not feel it."

Yet, so far, out of the 9[00] teachers only 60 have been d[is]satisfied enough to seek furthe[r] talks with officials, and only ab[out] 30 of these have gone on to the f[inal] stage of conciliation.

Officials recognize that the h[urt] caused will not be over for a ye[ar] or two. One example of the s[...] was given by a 25-year-old m[usic] teacher who had been prom[oted] from a Scale 2 post in a d[irect] grant school to head of music t[o a] 1,200-pupils coeducational com[pre]hensive.

"The comprehensive side I fi[nd]

continued from page 8

find a bit different," she said. "But the 'secondary modern' streams I find difficult to adapt to. I think I've achieved something if I have managed to keep discipline for the whole lesson. It's not that I think the reorganization is wrong—at the moment it's too early to tell anyway—but I feel just like I did when I first started teaching." (The teacher who had been a head for 17 years said his first assembly as deputy head in the new school had been the most frightening experience of his teaching life. "I was shaking"!)

All this had landed the new heads with the job of welding their new staffs together. The 14 headships came into effect at the beginning of the summer term. This enabled them to arrange meetings with new staff members as they were appointed. They also took part in some of a number of courses arranged by the local authority, and were attached for up to two weeks to a county comprehensive school in Manchester or a Catholic comprehensive outside the city. This term, pupils started a day later than normal. Some went home early for the first few days.

There were needless delays. One head said that the planned telephone link between two parts of his school had not been installed after many months. Others reported difficulties in getting basic equipment like tables and desks.

The changes have affected pupils, too, though not necessarily for the worse. Elaborate measures have been evolved to keep difficulties to a minimum; sixth forms will stay on for a few years, lower forms will also be kept temporarily in the new sixth-form colleges.

Many fifth forms have been left to see out their last year in their old premises, though a decision to leave one small group of girls to stay in a new all-boys' school has been hastily reversed—in spite of protests by girls and boys.

Incidents like these still feed discontent in some quarters, but the general impression is that the reorganization will give greater opportunities to a greater number of children. "It really is a levelling up", said one senior inspector.

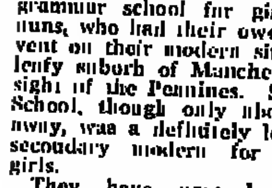
Results, however, will not be apparent for some years. "You have got to give us time", said John Goggins, head of the 1,200 pupils coeducational St Matthews School. "One or two parents have already complained that we haven't fulfilled our promises—after only four or five weeks. At present we are only a comprehensive first year—we won't be fully comprehensive until 1982. We don't want to be judged by our first year's CSE results—but I expect we shall be."

'Massive cuts' in meals service urged

Massive cuts in the school meals service are expected to bear the brunt of Shropshire's projected £840,000 education cutback next year.

A subcommittee report recommends making 570 part-time assistants redundant at a saving of £220,000 a year. A 1p a day reduction in outlay on each meal would save another £104,000, it says.

The report, which says that teachers would be expected to do more lunchtime work, was to be considered at a special education committee meeting this week.



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Tinkering with the curriculum not the answer, says don

Campaigns for the reform of schools have had little effect, either in the United Kingdom or in the United States. Teachers still teach the same subjects in much the same way as they have always done, according to Professor John Goodlad, of the University of California, who delivered the seventh Sir John Adams memorial lecture at the London University Institute of Education last week.

Comparing movements for curriculum reform in the United Kingdom with similar campaigns on the other side of the Atlantic, the professor said the emphasis moved in cycles from compassionate concern with individual development to dismay about supposed lack of attention to the three Rs.

Accusing proponents of reform with ignorance about what actually went on in schools, he said: "The so-called curriculum reform movement beginning in the United States in the 1950s and fading in the late 1960s was based on little or no knowledge of what was then being taught or how time was being spent in the schools.

"The recommendations for reform were equally devoid of knowledge about how proposed changes might be received and effected. The current back-to-basics movement rests equally on an array of dangerously naive assumptions."

Criticizing the rhetoric of "back-to-basics", Professor Goodlad said it appeared to focus on reading, language and maths but paid little attention to the arts, social studies or the sciences. Instruction techniques were narrow, while discovery learning and team teaching were hard to find. "But", he added, "my bits of evidence are derived from the United States and you will have to decide whether the shoe fits.

"My thesis is that an extraordinary amount of what goes on in schools simply does not engage the individual in meaningful encounters with his civilization. Much of school is a separation from life, not life itself. Since so much of it is justified as preparation for something else, school is instrumental to and not, therefore, the 'real' thing."

Children's imaginative powers were rarely challenged, instruction elicited only low-level learning, and the possibilities of play were only tapped, superficially, in the early years.

Schools, he said, were originally created to do a simple job; what they were now being asked to do was much more complex but, despite appearances, the teaching methods had remained much the same as they always were.

"Tinkering with the curriculum seeking to assure common learning from school to school, tightening up standards, employing external examinations and juggling some elements of teacher education will do little to increase satisfaction with schools or improve their performance. Nor will they get to the problem of how young people are to be meaningfully involved with their civilization."

Schools should aim to produce in their pupils a strong sense of self-awareness and a respect for others, awareness of their own and others' capacity for spiritual and intellectual growth and a willingness to work to that end.

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Parents back head's right to cane pupils

A primary head who refused to admit a child because her mother insisted on an undertaking that she would never be caned has been backed by nearly all the other parents.

Mr Henry Leckie, head of St Mary's Roman Catholic Primary, Gillingham, sent a questionnaire to parents of the 138 children on roll asking them to indicate anonymously whether there should be no corporal punishment or whether discipline should be left to the school.

Of the 125 replies received by Monday, 120 were in favour of discipline being a matter for the school. "Twenty added complimentary remarks about the school", said Mr Leckie.

Mrs Carolyn Beaven, who has been educating her daughter Zuleika at home since the beginning of term, said this week that she has now accepted the place offered at another school—not RC—which was prepared to give the assurance.

Mrs Beaven, a supporter of the Society of Teachers Opposed to Physical Punishment, said she could not see herself sustaining the home lessons of Zuleika until the child reached 11. She is not a teacher.

New secretary for grants committee

Mr Geoffrey Cockerill, an under-secretary in the DES, is to be the new secretary of the University Grants Committee. He succeeds Mr John Carswell, who has been appointed secretary of the British Academy.

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Music 47, 47, Friar Street, WORCESTER.
Hunt's Musical Supplies, 26/28, St Leonards Road, WINDSOR, Berks.
Banks & Son (Music) Ltd., Stonegate, YORK YO1 2AU.

THE TAYLOR REPORT

Copies of The Times Educational Supplement issue carrying Mr. Taylor's own summary of the Taylor Report on School Governors and Managers are still available.

Readers wishing to purchase extra copies of the issue should write to

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BEd 'may peter out'

A warning that the BEd degree might peter out before the end of the 1980s has come from Professor Roy Niblett, emeritus professor of higher education at London University Institute of Education.

He was addressing the Society for Research into Higher Education last week on the value and prospects of the BEd, which was introduced in 1974.

Professor Niblett said he was alarmed that half of BEd students did not stay on a fourth year to do honours. This meant BA and BSc students with honours degrees might do better in the job market. "And once you allow that prospects are poorer for the BEd than for the BA or BSc, that will become known and reflect on the quality of students we will be able to attract to it."

Professor Niblett also pointed out that if the chance of transferring to secondary schools was poorer for the BEd student, this would also affect recruitment for the degree.

"Add all these factors together and the recruiting of students for the BEd becomes the recruiting of a few outstandingly good people, but the majority of lower ability. This will surely lead to the tailing-off altogether of the BEd degree by the end of the 1980s."

Play—plus mother—is the thing

Children who go to pre-school play groups make significantly more progress than those who do not, especially in reasoning and vocabulary, according to a Northern Ireland research study.

But it does not seem to matter whether they attend a purpose-built nursery school or an ordinary play-group. Dr Irene Turner of Queen's University, Belfast, who directed the study, says "Expenditure on purpose-built nursery units is not necessarily the best use of funds".

The research, which was conducted over four-and-a-half years, looks for reasons why deprived children benefit so much from pre-school playgroups. The involvement of mothers may be one of the great strengths, says Dr Turner, and their enthusiasm for the playgroups was probably communicated to their children.

The small size of playgroups is important as well as consistency in the behaviour of the playgroup leader. The fact that those who work in such groups do so because they are strongly committed is especially valuable. The quality of care is seen as much more important than the laying on of specific activities.

Dr Turner recommends that a change in group leader during the school year should be avoided and workers should be chosen for their experience and qualifications.

N and F exams again come under fire

Criticisms are already being made about the way the Schools Council wants N and F levels examined, even though final plans for these new sixth-form exams are not due to be published until next year.

The council favours a system for the two levels rather like the present A and S level exams. Everyone on a particular course would take the lower Normal-level exam and some who wanted to specialize even more would take the Further-level exam as well.

This approach was criticized last weekend at a meeting of the Institute of Physics. Professor Paul Black, director of the Centre for Science Education at Chelsea College, said such a system was unfair on those only taking a subject to N level. A student taking F level—and therefore spending half as much time again on the subject—would be in a much better position to get a high grade on N level than a student studying it to that level only.

Professor Black, who took part in a feasibility study of N and F levels for the Nuffield Foundation, said there was no simple answer to examining at two levels. The system he would prefer involves separate exams or standards for N and F levels with the exam boards giving what help they can to users in judging one against the other. The kind of thing users might be told, he suggested, was that the borderline between a B and a C for an N level was 60 per cent and 66 for an F level on the common parts of the course. This system is not favoured by the Schools Council.

F levels based on the sort of supplementary exams suggested by the council would also be unreliable, Professor Black said. The exam time that could be devoted to them would be limited.

Moreover, one difficulty with a five-subject system suggested by the Schools Council would be that the number of exams would nearly double from the nine taken at present for three A levels.

L.e.a.s turn backs on ambitious

Only one l.e.a. in England and Wales is willing to help—through all three years of the course—certificated teachers who decide to study full time for degrees.

Even then the award would be discretionary. One other authority is prepared to help for the full course provided the teacher has already taught for at least five years. Two demand three years' experience.

Even when an applicant seeks help for only the final year or the last two years, 26 authorities refuse all aid. One will help providing the course follows immediately after the certificate course. Others will help for only one year.

This information comes from a survey of local authority policy on awards carried out by the National Union of Students.

The survey reveals that only one authority pays all course fees for Open University students; 31 pay none. Others consider applications on merit, some giving preference to serving teachers. Others look for cases of hardship.

A serving teacher seeking a grant for a BEd year would find 20 authorities which do not help, seven which do not help "normally", and one which looks at service, reports and the course being followed before deciding. Among the remainder five do help; 16 consider cases on merit, and two make a limited number of awards. Others decide on the basis of teaching experience. *Grants Handbook, vol 1: Survey of Local Education Authority Awards, 1977.* NUS Publications, 3 Endsleigh Street, London, WC1, £2.

● Hertfordshire education authority has this year refused 277 discretionary awards it would normally have granted because of cash limits imposed by the county council.

It has decided that for 1978-79 assistance should normally be limited to the payment of fees and travelling expenses. The county awards panel estimates that another £400,000 would be needed to restore discretionary awards to the number and level of 1975-76.

SPECIAL ANNOUNCEMENTS

Computer Assisted Learning

An exhibition and demonstration of teaching materials and systems developed in universities, polytechnics, schools, the Armed Services and industry, will be held in the closing months of the government sponsored National Development Programme in Computer Assisted Learning.

GLASGOW:
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Wednesday 9th November 12.00 to 8.30 pm
Thursday 10th November 10.00 to 4.00 pm

COLERAINE:
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Thursday 17th November 10.30 to 6.00 pm
Friday 18th November 10.00 to 1.00 pm

LONDON:
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HAS TAYLOR THE RIGHT ANSWER?
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School Perspectives
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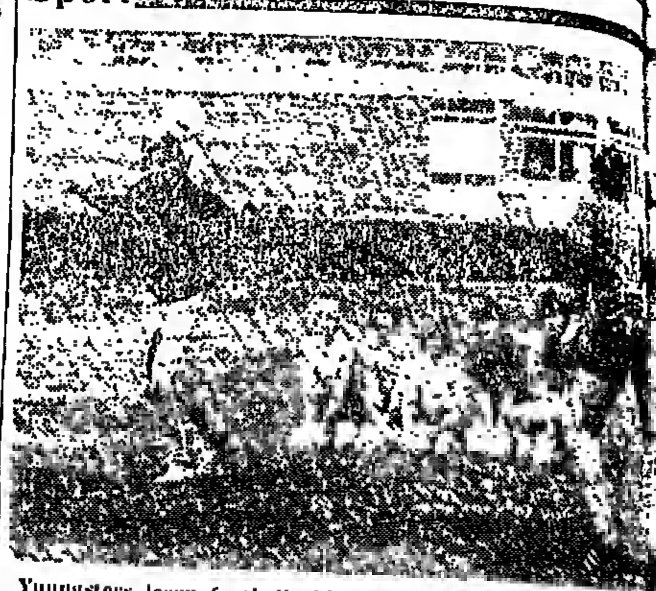
Sam Fisher, Headmaster, Acland Burghley School, London.
Community Perspectives
John Crawford, Chief Education Officer of Birmingham.
Margaret Sharp, Member of CASE.
Reply
Tom Taylor, CBE, Chairman of the Committee of Enquiry into the Management and Government of Schools.
Chairmen
Philip Taylor, Dean of the Faculty of Education, University of Birmingham.
Meredydd Hughes, Professor of Education (Social and Administrative Studies), University of Birmingham.

Conference Fee (including coffee, lunch and tea) £4.50.
The Conference is aimed at the *whole range* of interest in the government of schools.
Full particulars and application forms from Miss M. I. Burdan, Tutor for Services to Teachers, Faculty of Education, University of Birmingham, Birmingham B15 2TT.

Sport



Youngsters learn football skills from the Tyne Tees Television "Skilful Soccer with Jack Charlton".

Swimmers' titles and records at risk

by Stanley Levenson

The cream of Britain's young swimmers, including some national senior champions and European medallists, take to the water at Coventry today and tomorrow in the English schools' national championships.

If previous championships are anything to go by, there will be another splash of records. Sharron Davies, of Plymstock School, Plymouth, has been far and away the dominant British swimmer, male or female, this past summer. She won a clutch of titles at the ASA championships in Leeds and then went on to collect a 400 metres medley bronze and a relay bronze in the much higher class of the European championships in Sweden.

This weekend she goes for the intermediate (14-16) medley with Sheryl Broadbent (Thornes House School, Wakefield) and Peggy Sykes (Stokes Park School, Coventry) as the stronger of her rivals. Miss Sykes's brother Gareth is also competing, one of the several groups of siblings at the championships.

Cheryl Brazendale (Greenlands School, Blackpool) burst on the scene last year as the first British girl to get under a minute in the 100 metres freestyle. She has continued this form with a title in Leeds, a final placing in Sweden, where she also gained a bronze in the relay.

Cheryl, aided and abetted by the girl she beat last year, Penny Pedley (Deanes School, Thundersley, Essex) will presumably now have a go at being the first to break 60 seconds at a schools event.

If not, perhaps it will come in the senior girls' freestyle, where the two outstanding swimmers are Debbie Hill (St Luke School, Portsmouth), the 1975 intermediate winner, and defending champion Caroline Morris-Cox, of B[illegible] School.

Joy Beasley, another of the outstanding swimmers in [illegible] circles, sets out for a hat-trick of backstroke titles. Miss Beasley of Earls School, Halesowen, has opposition from Yvonne Stanley of [illegible]field C of E High School, [illegible]chester, the 1976 junior [illegible], and Lucy Hilder, of Varndean School, Brighton.

Another hat-trick seeker is Archer in the intermediate b[illegible]. Miss Archer (Godolphin and Latymer School, London) will meet the girl she beat last year, Jane [illegible] of Wakefield Girls' High School.

Miss Beasley's sister, [illegible] going for the junior backstroke. Miss Archer's sister, Juliet, is swimming in the junior [illegible]. Sue Jenner (St Mary's [illegible] School, Northwood, Middlesex), best girl butterfly swimmer in Britain and a bronze medallist in the European championships, defends her senior title v. [illegible] Taylor (West Park College), second last year, again in [illegible]ance.

In the boys' events the hotly contested race is likely to be the senior freestyle. Senior national Richard Burrell of Edward VI School, Southampton, will attempt a hat-trick against Hare (Stanley Technical School, Croydon), second last year, and Andrew Astbury (S[illegible] High School, Leeds), the 1976 intermediate champion.

Peggy Sykes's brother (King Henry VIII School entry)—their father Graham, an Olympic swimmer—appears in the intermediate medley, where he will be up against Kevin [illegible] (Millfield).

Day off

Hugh Spencer, a teacher at Water Hall Middle School, Milton Keynes, won the Buckinghamshire teachers' sailing regatta for the third consecutive year at the Great Moor Educational Sailing Base, near Aylesbury.

Second and third were Roger Wood, deputy head of Quarrendon School, Aylesbury, and Tim Round, of Aylesbury Grammar School. This competition has been going for five years, begun by Chris Bean, the Royal Yacht Association coach at the base, to give teachers a chance to sail for fun, instead of just taking parties of pupils there.

It is one of the few teacher-only sports competitions in the country.

Top skaters

Alison Southwood, 14, from Durham, led from the start to win the British junior skating championships at Altrincham, Cheshire, last week. Second place went to Karen Wood, of Gateshead, who made up a lot of ground in the free skating to overtake June Brown, of Richmond.

The pairs winners were Susan Garland and Robert Daw, from Bristol, and the ice dance champions were Deborah Byrne and Mark Bosley, of London.

'Nice thing' for handicapped

Many more handicapped children are being involved in *The Sunday Times/ British Amateur Gymnastics* Association's award scheme, Major Eric Freeman, organizing administrator of the association. Children with quite severe disabilities have been taking part in the scheme which has sometimes been modified to take account of particular handicaps.

Major Freeman, an ex-army physical education man, says the modifications have been worked out by gymnastic experts in consultation with people experienced in the care of handicapped children. Children who pass their tests get the proficiency badges.

He cites the case of the [illegible] Special School, in Gateshead, which has girls with all sorts of disabilities having a go and succeeding. Some are spina bifida victims, some are unstable diabetics, or partially sighted, or with coronary [illegible].

The response from the schools, he says, has been one of the "nicest things that [have] happened for a long time". It gives the children "great [pleasure to] be able to tackle the gymnastic routines and then [get a] badge.

Ingenuity and skill of young musicians compel organisers to change their tune

Youth music festival is given a new look

The 1978 National Festival of Music for Youth will take place at the Fairfield Halls, Croydon, on July 14-16 and will incorporate a number of significant changes.

Such has been the ingenuity and skill of participating groups in past years, and so strong the growth of new ideas, that the organizing committee has had to consider seriously whether to abandon the present category system. Chamber music and instrumental ensemble entries are growing fastest and are classes in which diversity of age and style pose greatest difficulty for the adjudication panel. Entries in the recorder section are almost as complicated.

The options of increasing the number of categories or increasing the number of expert adjudicators, have been resolved for the present in favour of more experts, though whether this is a permanent solution remains to be seen. It will not, however, solve the problem of whether a middle school is junior or senior, or whether a brass band remains a brass band if five of its members contribute a Schutz sonata, or when an instrumental ensemble such as a percussion quartet is not an instrumental ensemble but a chamber group.

As long as the National Festival remains non-standard and non-competitive, its difficult task of assessment will not get any easier. The only solution is to broaden the spectrum of assessment as required, *and to continue to promote new ideas. There will*, however, be a number of supplementary awards available in 1978 to cater for entry categories where ordinary distinctions of age and selection tend to be blurred.

The new growth for which the 1978 National Festival aims is a growth in public recognition, particularly in the fields of education and musical instrument manufacture and retail. For too long, according to its sponsors—the Association of Musical Instrument Industries, in association with the Piano Publicity Association and *The Times Educational Supplement*—the National Festival has tended to hide its light under a bushel. It should now be actively promoted for what it is, an important national monitor of new developments in school music and music for youth.

As such its achievements are being noted and admired in Europe. As a recent commentator in Belgium put it: "The music of youth is a genuine British specialty. One of the most important events is the annual National Festival of Music for Youth, which occupies a unique place in the framework of the British Association of Music Festivals, mainly because of its minimally competitive nature.

"The basis of this festival is not so much competition as encouragement to play music that is individual. This encouragement applies both to teachers and learners, and provides a clear picture of the explosive development of youth music in Great Britain."

To make the task of improving publicity easier, 1978 festival entrants are being asked to submit, wherever possible, group photographs suitable for press use. These will also assist in auditioning those groups who submit tape recordings, which will be more numerous as a result of the decision to take entries in brass band, wind band, big band and jazz ensembles only by tape.

Last year applications for entry totalled 7,000; already this year applications for 1978 entry forms have exceeded 11,000.

Applicants are reminded to follow recording hints provided with entry forms, to avoid cassette recorders with built-in microphones, and to offer a tape of three performances so that all the best features get a chance to be noticed.

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Peter Corbishley
(Institute of Education SSRC Mixed Ability Grouping Project):
Mixed Ability—The Great Debate

Eleanor Grundy:
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For further details apply to The Registrar, The Polytechnic, Queensgate, Huddersfield HD1 3DH. Tel. (0484) 22288.

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Telephone 01-827 1234.

France

Student survey reveals widespread pessimism

from Joan Smyth

PARIS

An exhaustive study of the daily life of French students shows that the average student of 1977 views the future pessimistically, is keen on sport, reads very little and—surprisingly—is not particularly interested in party politics.

This detailed inquiry, which has been published in a 300-page guide called "The Student" is, says the current *Le Monde de l'Education*, "the first really serious and complete survey of the French student population yet undertaken".

It was carried out by 40 researchers putting a series of 113 questions to 5,000 students.

Their survey shows that two-thirds of students stick to the choice of study they made at the outset and work an average of 20 to 30 hours a week.

Thirty per cent of the students replying to the questions failed to reach the required standard of end-of-year tests and had to repeat the year.

In the Paris area, a third of the student population live with their parents. In the provinces they tend to live more on the campus either for reasons of independence or because they are further from their homes.

Twenty-nine per cent of all students live within a kilometre of their college or university and 40 per cent between one and five kilometres. This shows an unmistakable preference for the university or technical college nearest home, unlike the shopping around for a particular course more common in Britain and the United States.

They do not spend much on leisure activities (an average £11 a month) but are keen cinemagoers, 31 per cent averaging two visits a week.

Thirty-three per cent said they never watched television; 73 per radio is immensely popular; 73 per cent of the 5,000 students questioned said they listened daily to the news programmes which they regarded as their main source of information. Which leads on to what *Le Monde* regards as "astonishing and worrying"—the lack of reading for leisure.

More than half of those questioned admit to buying only one book a month and to reading less than an hour a day.

Only 5 per cent of the male students questioned were married and 9 per cent were living stably with a girl in a "free union".

More than 80 per cent of the students admitted to having had sexual relationships. Among the girl students this figure dropped to 67 per cent.

Most are pessimistic about the future. Inflation and unemployment are the main concerns, with 60 per cent replying that they think they will find it hard to get a job.

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China

Qualifications emphasis is stepped up

by John Gardner

There are signs at last that China is ready to spell out in detail the shifts in educational policy arising from the overthrow of the "Gang of Four" last October.

A recent article in the authoritative *Red Flag* notes that, because of the "Gang", "the number of young people trained falls far short of meeting the needs of the State". In sharp contrast to the Leninist notion that "schools are instruments of the dictatorship of the proletariat", in vogue up to a year ago, it describes them simply as "places where qualified people are trained".

The article makes four major recommendations. First, more attention must be given to the formal study of "conventional" subjects. Students must "learn other things", but timetables should ensure that "the main task" is given precedence.

Second, the tendency to substitute practical experience for book knowledge must be overcome. It is the job of the schools "systematically to teach students the main points of the knowledge accumulated by mankind within a fixed period of time".

Third, teachers must be shown greater respect and given better training. Those who score outstanding achievements in teaching and research shall be commended and publicized.

Fourth, the article emphasized the need for centres of excellence. The more vocational, part-time, relatively low-level "workers' universities" and schools run by "the masses" are to be supported, but it is the State-run institutions under the Ministry of Education that are to be popularized.

In particular, the "major universities, geared to the needs of the whole country" must pay special attention to raising standards. They must "quicken the tempo" in building libraries and laboratories.

The particular importance of scientific education has been emphasized in other recent articles. On August 29, *People's Daily* pointed out that although some scientific personnel come directly from "production units", the most advanced were university graduates, and to lay a firm basis for scientific achievement one must begin in the primary schools.

At the same time, leaders of the Academy of Sciences held a meeting in Peking at which distinguished scientists gave encouragement to 7,000 "outstanding" middle school students and teachers of mathematics, physics and chemistry. An interesting example of the new emphasis on learning from abroad was the convening of a conference on the theory of fundamental particles at which a paper was given by Dr Yong Chen-ning, the eminent Chinese-American Nobel prize-winner.

A final indication of the way things are going was the report, on August 28, of a meeting in Peking to rehabilitate and pay tribute to Chou Jung-hsin. Chou became Minister of Education in January 1975, and worked closely with Teng Hsiao-ping to produce plans for the rapid modernization of China.

At the end of the year he was attacked by the ultra-left for launching a "right-deviationist wind to reverse verdicts" on the Cultural Revolution in educational circles. His name last appeared in the press on January 15, 1976, and was not mentioned again until his rehabilitation last month, when he was described as "a fine member of the Chinese Communist Party", whose work as Minister had been "fruitful".

In fact, all the proposals now being implemented are those for which he fought two years ago. The charges against him, like those against Teng Hsiao-ping, are now said to have been fabricated by the "Gang of Four".

Teng Hsiao-ping participated in the meeting to rehabilitate his old colleague, but Chou could not. He died on April 13, 1976, aged 59. It was only this September, in a memorial meeting at Peking's Cemetery for Revolutionaries, that the first official announcement of his death was made.

Sweden

Vast majority of teachers complain of stress

from Mike Duckenfield

STOCKHOLM

Almost one in two teachers are dissatisfied with their jobs and one in three would not choose the same career again, according to a survey by Sweden's largest teacher union.

Carried out among the 500 teachers of seven to 19-year-olds in Enkoping, a "typical" town with 35,000 inhabitants north of Stockholm, the Swedish Union of Teachers (*Sveriges Lararforbund*) survey reveals a gloomy picture of a profession under stress.

Least satisfied were the teachers of 13 to 16-year-olds—those in their last three years of compulsory schooling. As many as 54 per cent said they had thought seriously of changing jobs and 48 per cent said they would not enter teaching again. Slightly more than one in 10 admitted occasionally "going sick" because they could not cope or were fed up.

The main reason was physical and mental stress. This was felt by 77 per cent of teachers at the senior comprehensive level compared with 62 per cent of their colleagues in the upper secondary schools, which give voluntary tuition to 16 to 19-year-olds. Both groups only teach certain subjects unlike teachers of under-13s who cover everything with one class.

Just under half (49 per cent) of upper secondary staff had thought of changing jobs and 37 per cent would not enter teaching again, while a tiny 2 per cent admitted "going sick".

At the junior and intermediate levels of compulsory schooling (seven to 10s and 10 to 13s) the vast majority of teachers are women. They suffered more severely from stress but were less dissatisfied. One in three at the junior level had thought of changing jobs and 26 per cent would not enter teaching again. Six per cent "went sick". For teachers of intermediates the corresponding figures were: 49 per cent, 29 per cent and 9 per cent. About four in every five of both groups felt "stressed".

The biggest cause of stress was antagonism and the difficulty of cooperating with pupils, colleagues and head teachers. Opposition from pupils increased with age through the compulsory school, being reported by 41 per cent of teachers at the junior level and 57 per cent at the senior. Surprisingly, there was less with 16 to 19-year-olds than 16-year-olds.

That social relationships matter most was underlined with the finding that by far the most important criterion for job satisfaction by teachers was "good contact with pupils". All but 3 per cent rated this on this end 91 per cent said interest and enthusiasm were important.

Also highly rated were: normal helpful colleagues" (81 per cent), "freedom to plan and do my own work" (82 per cent), "good headmasters" (82 per cent). Salary levels and job prestige were only rated as important by 24 per cent and 10 per cent, though security, good work environment and the knowledge that teaching is a socially useful job also figured highly.

● Further light on work conditions in teaching, the universities and the top ranks of the civil service has been cast with the publication of a more extensive survey of 2,065 members of the Confederation of Professional Workers (SACO) and the National Federation of Government Officers.

As many as 57 per cent had been off work between one and three times due to sickness in the previous 12 months and 7 per cent had been off more than four times. One in 20 said they took time off at least once a year because they were "tired of work" and 52 per cent had seen a doctor about work problems during the past year.

In addition, 14 per cent took tranquillizers, 16 per cent sleeping pills and 53 per cent painkillers. Over half (53 per cent) were often or sometimes depressed and 40 per cent suffered from nervousness and restlessness.

● Stress or not, competition for the reduced number of first-year teacher training places is greater than ever this autumn. The National Board of Universities and Colleges has had 11 applicants per place for courses to train teachers of seven to 10 year olds and 1,009 applicants for 600 places at the intermediate level. Stockholm College of Education reports an amazing 48 applicants for only 258 places at all levels.

Malta

Government and union on collision course

by Carl Slevin

After two years of relatively good relations following an agreement in July, 1975, to reorganize teaching grades, the Malta Union of Teachers and the Maltese Government are once more in dispute.

The dispute is part of an overall crisis of relations between the Government and the public service unions and professional associations which form the Confederation of Malta Trades Unions and are not affiliated to the ruling Labour party.

The main issues in the MUT row are transfers of teaching staff between schools, conditions of service of education officers, appointments and promotions, kindergarten assistants and employment of newly qualified teachers.

A list of transfers, compiled by the Department of Education in accordance with criteria agreed with the MUT is normally finalized early in September leaving enough time for transferred teachers to make the necessary arrangements and be available for work from the first day of term. This year, the Ministry of Education kept the list for three weeks and altered it drastically. The MUT claims that many of the alterations were vindictive and that several were politically motivated.

Following unsuccessful attempts by the Department of Education to change the 1975 agreement that education officers (the basic administrative grade) should have the same working hours and conditions as other teaching grades, all EOs were summoned to meet the Minister earlier this year.

They were then subjected to improper pressure, according to the MUT, to make them agree to accept the hours, conditions and leave entitlement of the general Government service which are considerably worse than those of teachers.

The MUT has long expressed concern about alleged nepotism and political preference in appointments and promotions.

In May, the Registrar of Trade Unions confirmed that a majority of kindergarten assistants were members of the MUT, which thereby gained the legal right to act as their official representative. However, the Government went on to conclude a reorganization agreement excluding the MUT from negotiations. The MUT has informed the Government that it regards the whole operation as void.

Finally, for the third year running, newly qualified teachers have been employed on a part-time basis pending their selection by an interviewing board. The interviews take place long after the start of the school year which the MUT regards as a deliberate attempt to ensure that new teachers can be exploited for as long as possible before they are given permanent appointments. The union proposes that as soon as a teacher is fully qualified and undertakes a full range of duties he should immediately be placed on the pensionable establishment.

The Government has dismissed the MUT's arguments in all the cases, seeing them as part of a concerted political effort by the CMTU to oust Mr Dom Mintoff.

United States

Classroom 'race quotas' under fire

Michael Binyon on a controversial plan to allocate New York teachers to schools on a racial basis

A vision of Nazi Germany with Jews queueing up in one line and blacks and Hispanics in another was presented to the Senate recently by Senator Daniel Moynihan in a bitter attack on New York's assignment of its teachers to city schools on the basis of race.

Mr Moynihan called the policy a "prescription for division and hostility". He likened it to Hitler's Nuremberg racial laws, and called on President Carter to "void this wretched contract".

The issue has created deep unease in New York, and has brought the Chancellor of the city's schools and the President of the local teachers' union into bitter conflict with the Federal Government.

The New York Board of Education makes no secret of the fact that it has been blackmailed into adopting the new policy of racial classification of 3,500 teachers reengaged this autumn. Government officials had otherwise threatened to stop financial aid, which would have seriously disrupted the city's school system, already suffering from repeated financial cuts.

The Office of Civil Rights of the Department of Health, Education and Welfare pressed for the racial assignments after alleging last year that wide patterns of discrimination existed in the city's school system.

New York's school officials deny any deliberate segregation. They say the racial imbalances in the teaching force arose in various districts largely as a result of community control of local districts.

Seven years ago a decentralization law was passed which allowed school districts with predominantly black or Hispanic populations to hire black or Hispanic teachers. The aim was to provide "role models" for minority pupils. The result was that minority teachers became concentrated — deliberately — in certain districts. This upset the Office of Civil Rights, which ordered New York to change things.

The new policy is the result of a compromise worked out with the Board of Education. Under a "memorandum of understanding", each of the city's 32 school districts must reflect the proportion of teachers from minority groups throughout the system within a range of 5 per cent by 1979. By 1980 all of New York's 1,000 schools must have similar minority teacher representation.

At present blacks and Hispanics make up about 17 per cent of the city's 51,000 teachers.

In an effort to meet the 1979 and 1980 goals without having to move around all the teachers now employed, the board decided to assign newly employed teachers on the basis of their race. This meant that blacks picked up their new job assignments from one box, and whites—mainly Jews—from another. The aim was to put more minority teachers into schools in white areas, and more white teachers into schools in black areas.

But New York's white teachers are overwhelmingly Jewish, and Jews have a deep and historic fear of racial classification. As Senator Moynihan said in his speech: "For Jews, the memories are especially vivid, memories of what it means to be told to stand in one line, while 'others' stand in a separate queue. Such practices evoke one image in our lifetime above all others: the sorting out of human beings for the death camps in Hitler's Germany."

Both the Chancellor of the city's schools, Mr Irving Anker, and the teachers' union leader, Mr Albert Shanker, say the Government policy amounts to the imposition of racial quotas without calling them such.

Mr Shanker said the board's "memorandum of understanding" was signed under duress. "We were faced with the threat of the loss of 1,200 teaching positions, plus possibly upwards of $200m in federal funds. We had no alternative."

Moynihan: "vivid memories".

Mr Moynihan said: "A better prescription for division and hostility among Americans could not be devised, yet this is precisely what HEW appears to have in mind. And all this is done in the name of assistance to blacks and Hispanics, when it is in fact likely to deliver a mortal blow to the fight for equality.

Meanwhile, New York's other senator, Jacob Javits, has publicly supported the assignment of teachers by race as a "difficult but necessary resolution to an extremely grave situation".

Senator Javits, a Jew, called the agreement with the Government and the Board of Education "offensive" but said it was imperative to "liquidate an unlawful segregation of teachers" in the school system. He said he was "repelled by the idea that otherwise qualified individuals would be designated on the basis of race", but argued that the cure, because it had a limited application, was better than the disease.

The situation has been exacerbated by another letter from the Department of Health, Education and Welfare, which also accused New York of maintaining several thousand classrooms where the pupils were illegally segregated by race.

The Government said that even in schools where the overall school population was racially mixed, there were some classrooms that were all white and some all black. City officials have vehemently criticized the report.

Fewer pupils, but higher spending

Total enrolment in America's schools and colleges will drop slightly this school year, while the total cost of education will increase by about $12,000m over last, the National Centre for Education Statistics predicted in its annual back-to-school forecast.

Altogether about 60.3m pupils and students are expected in class this term, a decrease of about 0.5 per cent from the autumn 1976 enrolment of 60.6m. Colleges and universities will have slightly more students this year, but school numbers—especially at elementary level—will be down, reflecting the decline in the birthrate.

Some 11.3m students will be on campus this year, a 2.5 per cent increase over last year, and college enrolments are expected to go on rising until the early 1980s.

More than 3.1m people will be employed as classroom teachers this year, with another 300,000 working as superintendents, principals, supervisors and other instructional staff—both groups about the same as last year. Education in 1977-78 will be the main occupation of 63.7m people—about three out of every 10 people in the United States.

Of the teachers, almost 2.5m will be in elementary and secondary schools—a slight decrease from the number employed a year ago. At college level the teaching staff is expected to number about 700,000, a rise of nearly 3 per cent compared with the 680,000 employed last year.

The number of earned degrees to be conferred this year is estimated as follows: 969,000 Bachelor's degrees; 64,000 first-professional degrees; 356,000 Master's degrees; and 35,000 PhDs. More Bachelor's and higher degrees will be awarded in 1977-78 than in any previous year.

America's whole education budget will total $144,000m. Of this, elementary and secondary schools will account for $91,000m, an increase of $7,000m on last year, and colleges and universities will spend $53,000m, an increase of $5,000m.

Publicly controlled schools and colleges will spend about $117,000m, and private institutions—schools and universities — will spend approximately $27,000m. Altogether the total expenditures for education in the US from all sources last year amounted to nearly 8 per cent of gross national product.

The statistics add one sobering set of figures to their usual forecasts. The number of pupils between the ages of five and 14 who have not received measles immunization is estimated at 9.5m, despite warnings by health authorities that 1977 will be the worst year for measles for a long time. The number of pupils who are not adequately protected against polio, rubella, mumps, diphtheria, whooping cough and tetanus is now about 18m.

Republic of Ireland

Union blocks untrained graduates plan

from John Walshe

DUBLIN

The honeymoon period for the new educational administration ended abruptly earlier this month over a controversial plan by Mr John Wilson, Education Minister, to introduce 600 untrained university graduates into primary schools.

The scheme was originally announced in July as a means of reducing class sizes and as part of the new government's job creation programme. Under the scheme, carefully selected graduates would have been entitled to virtual teaching control of a primary school class.

The graduates would have been paid 75 per cent of the normal teachers' salary. They would have had to attend in-service courses during an initial three-year teaching stint, at the end of which they would have had to undergo a one-year full-time training course.

When it was first announced, the scheme was accepted by the executive of the Irish National Teachers' Organization (INTO), which represents the vast majority of 14,750 lay primary school teachers in the country.

But it became increasingly obvious that the executive's enthusiasm was not matched by most of the rank and file members.

Faced with the growing opposition, the minister modified his original plans. A second circular was sent to the country's 3,500 primary schools announcing that graduates would be given the status of Special Trainee Teachers, and adding that it was not intended that they would take full control of any particular class.

This modification, however, failed to stem discontent. The INTO executive called a special conference and delegates voted by more than two to one to throw out the scheme.

Of the 1,180 graduates who had applied, only 398 were approved for the scheme. The ministry now has to decide what to do with them: they had all been assured of jobs.

Meanwhile, INTO leaders are wondering privately what Government reaction will be to future demands for a reduction in pupil-teacher ratios in primary schools.

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THE TIMES EDUCATIONAL SUPPLEMENT

Save our youth service

Sir,—We write on behalf of our executive committee to share with you and your readers a saga which causes us deep concern.

Way back in May, the Department of Education and Science decided to extend a consultation previously limited to local authority associations to the voluntary associations who, together with the DES, form the Youth Service partnership.

The DES proposed—no doubt for good internal reasons—to divorce itself from the administration of capital grants for voluntary youth service, village halls and community centre projects. In effect it has been proposed that local authorities should undertake the administration of monies which are now the responsibility of the DES. Under the existing scheme the costs of new premises for young people within the capital building programme are a shared partnership between the voluntary sponsor, the local authority (up to a maximum of 25 per cent of the total cost) and the DES, which grants twice the local authorities' contribution for those projects which have local priority.

Even though the voluntary associations immediately condemned such a move, even though MPs of all parties have written to the DES deploring it, and even though the Youth Service Forum at its meeting on September 15 roundly rejected it, a final response is still awaited.

As a result of this procrastination, next year's building programme is now at risk, and this means that young people will again be penalised and deprived at a time when their prospect of integration into the adult society of work is at its bleakest. Is this decisive government? Is this responsible government? No, Sir, it is the unacceptable face of government and the consequences for young people are serious.

FRED MILSON
Chairman,
PAUL MILLER
Secretary,
National Council for Voluntary Youth Services,
26 Bedford Square, London.

Why sixth forms make sense

Sir,—As headmaster of a large comprehensive school I should like to express my concern and that of my staff at the latest glare of publicity being focused on the future education of the 16-19 age group. Some of the arguments used are very reminiscent of those which supported reorganization twenty years ago and which have proved to be invalid.

Obviously, some rationalization is necessary in regions where because of bad planning and declining child population schools are unable to support a sixth form of sufficient size to profit from resources available. Nevertheless, there are scores of comprehensive schools which are giving the 16-19 age group an excellent education. My own sixth form numbers more than 300 and the students, like those in many schools, have a choice from over twenty A level subjects, as well as having at their disposal engineering workshops (including a vehicle technology department), commercial and music facilities, and the usual art and craft provision. The sixth form, moreover, apart from contributing so much to a school in example and leadership, receive much themselves from the giving.

My concern, however, is not with the relative merits of tertiary colleges, sixth form colleges, etc, but with the sweeping statements being made and the forest fires being whipped up by people who seem to believe that change is synonymous with progress, quantity synonymous with quality, and economic viability the only criterion of success.

If any one factor emerges from the educational scene over past centuries, it is that of the prime importance of a stable and efficient teaching force operating in a relatively stable situation. The efficiency of a school depends mainly on the quality and leadership of the staff and the facilities available, and not on whether it is private or state, comprehensive or selective.

During the past twenty years, the educational system of this country has gone through a period of change which has been drastic enough to be termed a revolution, and it is still uncertain on the evidence available what the ultimate effect of this change will be. It could well be argued that secondary reorganization be completed and assessed before we embark on further major changes. What is certain is that teachers have had a traumatic experience which has left its mark on their morale. Changes will occur, but they should be effected in a calm and organized way so that the teaching force is not further demoralized in the process. A costly change to a system of tertiary colleges and truncated 11-16 comprehensives will accomplish nothing if it is staffed by those who have lost their faith and sense of direction.

G. T. L. CHAPMAN
"Dalegarth"
Fulbeck, Morpeth,
Northumberland.

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Languages: aiming at the amateurs

Sir,—The letter of mine which was published on September 23 (Stifled by Language Exams) has generated so much interest, both in private letters and in public comments through your columns, that I would like to draw together some conclusions.

Firstly I feel that my views on the over-academic nature of present A level courses appear to have been more than justified by Bob Doe in his article on September 30 (Boards out of Step in A Level Grading). In this article Mr Doe revealed that a survey of 1977 A level French examinations showed that an average candidate received a grade E pass with all GCE Boards except the AEB and Northern Ireland Boards where the average candidate received a grade D. This is a terrible indictment of the present examination in which true rewards (good pass grades) are reserved for the very few who are likely to become the next generation of academic linguists. Surely it is just as important to create a larger number of "amateur" linguists than to gear the whole system towards the very few "professionals".

I am not arguing for a lowering of standards—there must always be provision for the gifted academic. I am arguing for a broadening of the approach to include proper provision for the non-specialist. At the moment these people have to struggle through academic and literary syllabuses for which they are not suited, and if they emerge with anything, it is likely to be a grade E pass.

It is interesting to note that many of the criticisms of my views come from the very people who have so dominated the Sixth Form curriculum in the past—unbelievably examining board personnel. Virtually all the comments which I have received from practising teachers have been in support of the idea of trying to broaden the structure of post O level work. I do agree with S. G. Richards (TES, October 14) when he says that any new approach must start before A level.

It is to be hoped that the plans for the proposed N and F examinations makes substantial steps towards making the study of languages more realistic. If this is not the case, I am sure that the present decline in the study of languages will continue.

ALEX HORSLEY,
Head of Modern Languages,
David Lister High School,
Rustenburg Street, Hull.

Figuring out success rates at 16-plus

Sir,—In the correspondence about modern languages "Are standards falling?" (TES, October 24) Mr S. G. Richards made the statement that "the present success rate in modern languages at 16-plus is only a third of that of other major subjects".

If Mr Richards's remarks refer to awards in GCE O level examinations I must point out that they have no basis in fact. The O level award rates of the Joint Matriculation Board can be regarded as typical of those of the GCE boards as a whole. If I may quote the percentage awards at Grade C or better, the JMB figures in 1976 for the three most popular languages were as follows:

	Syllabus A %	Syllabus B %
French	61.2	66.1
German	62.1	62.9
Spanish	64.9	64.9

Award rates in other large-entry O level subjects (quoting in each case the alternative or syllabus with the largest entry) were as follows:

	%
English Language	59.7
English Literature	62.4
Geography	[illegible]
History	[illegible]
Mathematics	[illegible]
Physics	[illegible]
Chemistry	[illegible]
Biology	[illegible]

The provisional statistics for 1977 show that there were no changes in the levels of awards.

I hope that these figures will be sufficient to allay any fears which may have been raised by Mr Richards's statement.

C. VICKERMAN,
Secretary for Examinations,
Joint Matriculation Board.

The Oxbridge enigma (cont)

Sir,—The fate common to all statistics befalls those you have published recently (TES October 14) concerning awards to Oxford and Cambridge for the last academic year; there is a diversity of interpretations and, it could be argued, anything can be proved by them.

If the figures for independent and direct grant schools are combined and those for maintained grammar and comprehensive schools put together, it can be seen that, in the latter category, there was an increase in the total number of open awards from 417 to 504, the largest increase being in awards to comprehensive schools. This was, in fact, one of 49, from 81 to 130. However, independent and direct grant schools increased the number of their awards from 899 to 978, a total of 79.

It would be interesting to know how many of the comprehensive schools were fully comprehensive and how many of them had simply begun the process of effecting the transition but had officially changed their designation. It was also unclear into which category sixth form colleges were placed. Of greater interest, however, is the figure reached when all open awards given to all wholly maintained schools are subtracted from the total bestowed on independent and direct grant schools: the independent sector still leads the field by a majority of 474.

That there are more sixth formers in the maintained area than in independent schools is a point which hardly needs making. A question which ought to be investigated is whether the state sector is giving enough time and money to cater for the teaching needs of potential Oxford and Cambridge award winners and how far, as we become more fully comprehensive in the state system, are the needs of the academically most able being given a firm priority in the curriculum. The statistics seem to show that there is some improvement but hardly enough.

JOHN D. MILNER,
Head of sixth form,
Malbank School,
Nantwich.

●

Sir,—Mr Moran's suspicion that other comprehensive schools have had brilliant pupils rejected by Oxbridge is quite correct.

A candidate from the local comprehensive school here was rejected. He went on to Imperial College, and, as the school had confidently predicted, got a first class honours degree. Cambridge then graciously accepted him to read for his PhD.

More recently a less brilliant scholar has been accepted by Oxbridge—he was a good rugby player.

DIANA S. GOULD (MA Cantab),
11 Queen Elizabeth Road,
Cirencester, Gloucestershire.

●

Sir,—The head of a Cambridge college once said to me in an unguarded moment: "Sometimes we take a gamble on a student from a school we haven't had anybody from before."

VALERIE GROSVENOR MYER,
34 West End, Haddenham,
Ely, Cambridgeshire.

Partly science, totally confusing

Sir,—There appears to be a strange anomaly in relation to the O level subject physics-with-chemistry. It is available as a national subject in the summer exam—the physics section is administered by the Oxford and Cambridge Board, the chemistry section by the London University Board. These boards also administer Nuffield physics and Nuffield chemistry (main subjects).

If a candidate fails in the summer in Nuffield physics, he may re-take it the following November. If a candidate fails in Nuffield chemistry he may re-take it the following January, but if he fails in Nuffield physics-with-chemistry he can indeed re-take the physics section but he cannot in any way take the chemistry section.

All he can do is to take the physics section of Nuffield physics-with-chemistry and the chemistry section of non-Nuffield physics-with-chemistry. If he is successful he will have a pass in physics-with-chemistry, which is partly Nuffield and partly not.

Daedalus constructed the labyrinth at Knossos to be as complicated and frustrating as possible; the arrangement of physics-with-chemistry in the winter examinations seems equally complex and frustrating.

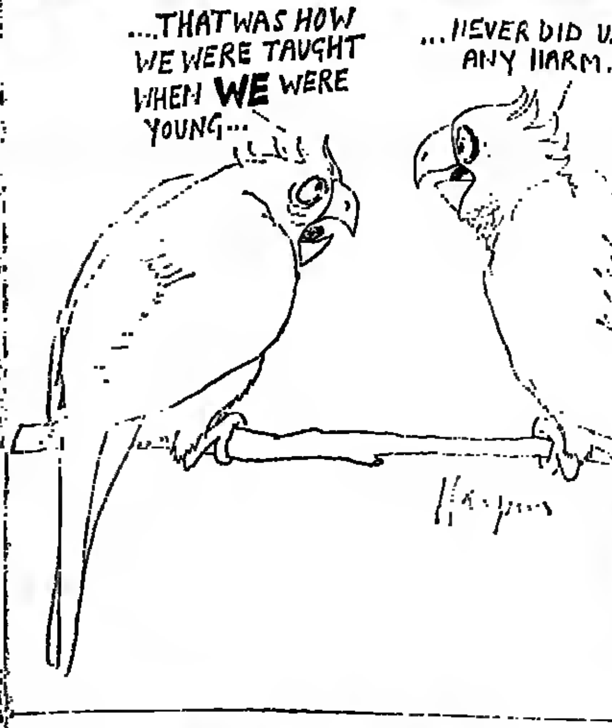
DENIS HENRY
Stonyhurst College
Lancashire.

Job hunters beware

Sir,—Aristides says ("Break" October 14) that "with British Council jobs, the applicant is well protected". May I offer a word of advice to readers who may be misled by this?

For most British Council jobs the Council acts as the agent, not the employer, and is thus in the hands of the recruiting school or college and subject to delays on their part. I was recommended by the Council for a post in Colombia on May 1 but the Council did not inform me that the school had accepted me in time for me to resign from my previous job by May 31, and I had to withdraw. LEA jobs are offered "subject to contract"—usually a formality. With all jobs abroad bear in mind that an offer of a job is quite likely to fall through before the contract is signed. Caveat emptor of British Council jobs.

PETER REID,
Church Lane,
Alvington,
Lydney,
Glos.



False impressions

Sir,—In the TES of September 30 Aristides quoted a remark which I made at the Headmasters' Conference. It is clear from comments which have since reached me that, for a number of reasons, the quotation gave a quite false impression of what I wanted to say, and I should be grateful if you would allow me briefly to put this right.

This remark was made from the floor in support of a suggestion in John Dancy's paper that teachers in independent schools should join subject associations. This is something which I, as a linguist, feel strongly about; in particular, I think it a pity that so few language teachers from independent schools attend the annual JCLA conferences. This is the context in which my remarks have to be understood.

I am quoted as saying, of French language teaching in independent schools, that "it is one vast waste of time". This would be absurdly untrue, when any direct experience (such as a spell as an oral examiner) would prove that a lot of excellent teaching is done in our schools, whose best results are, I think, superior to any others. What I said was that "there is a vast waste of time . . .". I do not want to elaborate this here, nor to examine the difficulties which independent schools have, especially in the early years of French; but as a statement it seems to me indubitable, and your reporter was right, I am sure, in thinking that most of my HMC colleagues would agree.

The last sentence quoted ("This is not so in the state system where they are less constrained") makes no sense at all, being a coalescence of two or more sentences actually spoken by me. As they stand, these words have been taken to mean that the state system does not have the sort of problems I was talking about, a statement which would be good for a laugh from any teacher in that system. The point I was making was quite different: though any regular attender of the JCLA conferences must realize that many maintained schools face much more severe difficulties in the teaching of French than the independent schools, he would also be struck by the many imaginative methods being evolved to cope with these difficulties. In many cases, this is possible because the new comprehensives do not have the same constraints (of tradition) that we have, and if we attended these conferences in greater numbers we would be able to learn from what is being done.

Finally, the opinions I expressed were derived from more than 20 years of teaching French in independent schools, not from my present position. It is therefore perhaps unfortunate that I should have been identified with my present school, to which my remarks do not in general apply.

C. C. B. WIGHTWICK,
Headmaster,
King's College School,
Wimbledon Common.

Key role for computing course

Sir,—Mr Davies in surveying the tasks facing the new BEC/TEC computer studies committee, omitted one important perspective. The existing Higher National Diploma in computer studies has been extremely successful and is established as both a route to a career in computing and as a qualification which is recognized for entry to further studies—eg, polytechnic diploma courses and, after experience, to masters degrees.

It is important that this qualification is preserved in any new structure, together with its normal recruitment from school leavers with at least one A level.

Furthermore, departments like my own are anxious to preserve the close links which exist between the HND and the degrees we offer. Some excellent graduates have joined the polytechnic initially to study HND and on completing the first year with excellent results have transferred to the second year of the BSc or BSc Hons degree in computer science.

This close relationship of standard and curriculum allows us to transfer students between the courses and thus match the course to their abilities.

D. E. CONWAY,
Head of the school of mathematics, computing and statistics,
Leicester Polytechnic.

Cash register

Sir,—Regarding Mr Terry Casey's letter about the membership of the NAS-UWT (TES, October 14), I am, as a member of a small union as yet unrepresented on Burnham (PAT), rather more interested in what he leaves out than in what he says.

He speaks of "members on file" who are "serving teachers", but does not indicate whether all 96,382 are fully paid up "members". I suggest that this is a point that should be clarified.

DENNIS MacKINNON,
82 Station Road,
Llandaff North,
Cardiff.

Sinister side of state assessment

Sir,—It is difficult to know whether Tom Marjoram is being naive or disingenuous about the intentions behind DES Assessment of Performance Unit ("Patience rewarded", October 14). Starting from a curriculum model which is capable of being all things to all men, there can be little doubt that centralized DES curriculum control, whether by accident or design, is the only logical outcome of the whole enterprise.

We are assured by Tom Marjoram that "the chance of backwash effects upon the school curriculum will be low indeed". This statement must surely strain the credulity of all but the most naive of your readers. Science, we are told, is to be seen not just as a product "of science lessons but of many other areas of the curriculum". Test instruments will be devised which concentrate "upon the processes or skills or observation, selection, pattern-seeking exploration (or hypothesis-construction), practical skill, experimentation, communication, application and 'open mindedness'".

Just what some of these terms mean is open to serious debate but even if allowed it is difficult to know who should be most offended by this decision, the historians, geographers, social scientists as well as mathematicians who have at least as much claim to these skills as the scientists, or the scientists for the betrayal of their subject.

Professor Blyth should be relieved rather than concerned about the DES omission of history, geography and social sciences from the APU domain. They at least will not be fettered in the 1980s by the thinking of the 1970s. (It is perhaps not without significance that the originator of APU was originally a teacher of dead languages!) Mathematics, languages and the sciences will undoubtedly be inhibited in their response to changing circumstances by the existence of APU test instruments and it is living in cloud cuckoo land to pretend otherwise. The notion of meaningful time-independent standards flies in the face of history and logic.

It is also clear that the attempt to relate performance to anything other than the most gross variables (eg, sex, region) is doomed to failure not just because many of these factors defy quantitative definition but also because those variables omitted, and there will be many more of these, are at least as likely to be significant as those chosen for inclusion.

The more one considers the *raison d'être* of the whole assessment of performance exercise, the more one is likely to come to the conclusion either that it is totally misconceived or that its real aims are to give the DES control of the curriculum. The price of this control will be stagnation. The sad thing about this is that it will not be the wild men of education who are brought to heel—falling school rolls, real parental choice and youth unemployment are already combining to do this—but the really responsible innovators.

BRYAN R. CHAPMAN,
Centre for Studies in Science Education, University of Leeds.

Turned off by political antics

Sir,—You report (TES, October 14) that the DES is considering a grant of £50,000 because the Prime Minister is deeply worried about the increasing alienation of young people from the political parties. There is no need to mount an expensive inquiry. Young people are disenchanted for the same reasons as their elders.

If our political leaders will simultaneously stand on their heads, face both ways and make sharp about turns, they cannot expect to be taken seriously. These antics are well illustrated by your reports on education from the recent party conferences.

In addition, when education is being torn to shreds by national Government pushing in one direction and local government pulling in the other, it is not surprising that both young and old not only become alienated but disenchanted, disinterested and disrespectful.

A. H. HODGSON,
Caythorpe, Grantham, Lincolnshire.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

Tongue tied

Sir,—Eighteen months ago our large, inner urban, multi-cultural, social priority area comprehensive school assisted NFER in the researching of a project, the basic premise of which was "A person's language is as fundamental to personality as physical appearance. If a child's language is rejected as inferior—by society's low esteem of it—then so is the child's self acceptance damaged to a degree and thus his 'educability'. Language development can best take place on the basis of a mother tongue/dialect which is demonstrated to be held in high regard."

Subsequent tests suggested that many of our children's mother tongue/dialects were being rejected as "inferior". Thus a programme has been drawn up by which we attempt to provide our youngsters with opportunities to explore and gain success in the use of their mother tongue/dialects, as well as in standard English.

The work so far carried out has made us realize that the project has enormous implications, many of which we are not capable of exploring, owing to a lack of expertise as well as resources in the field of linguistics. Thus, I write, in a plea to your readers, for any help or information they might feel able to give us to further our work.

ROBERT CALLAGHAN,
George Salter High School,
West Bromwich.

Try a taste of reality, Mrs Williams

Sir,—I was horrified to hear that Mrs Shirley Williams is trying to get handicapped children into ordinary state schools (TES, October 21). When the Government can provide the necessary facilities for ordinary children then I would be quite prepared to consider children with certain handicaps coming into our schools.

It is bad enough trying to cope with inadequate toilet facilities, temporary classrooms away from the main building and limited help during the lunchtimes when trying to feed a large number of children without any handicap. Does Mrs Williams really know what it is like in a real school?

ALMA TONGUE,
Head teacher,
Stakes Hill County Infant School,
Hampshire.

Life line

Sir,—In her book review (September 30) of Richard Adams's new book, Naomi Mitchison reveals to us all her unwitting assumptions about the meaning and purpose of human life.

All is apparently permissible in the sacrifices to the great god, science.

Cannot she see that Richard Adams is saying that we have sacrificed ourselves to our productions, and cannot she see that he is trying to free us from this tyranny?

P. A. McGROGAN,
8 Manville Road,
New Brighton,
Merseyside.

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THE TIMES EDUCATIONAL SUPPLEMENT

Cramping effects?

John Dixon argues that it's time for the evidence on improved methods of assessing English to be reviewed at national level

The year after I passed my (grammar) School Certificate, Sir Cyril Norwood and his committee reported that "the examination in its present form is having a cramping effect upon the minds of teachers and pupils. On this our evidence leaves no room for doubt". They were particularly hard on English: "the practice of essay writing has had a harmful influence on the power to write naturally and effectively"; "little stress is laid upon oral expression"; and "premature external examination . . . in English Literature is . . . productive of much harm". Hardly encouraging about my "creditable" performance.

Twenty years later I was teaching a revised exam, the GCE, and the English department in my central London comprehensive had just celebrated doubling its O level passes in three years. I might have known what to expect. Next year (1964) Sir John Lockwood and his committee reported: "we have considered *most seriously whether* we should advise the cessation" of the O level English Language examinations "for educational reasons. We have come very near to that conclusion". It seems that for 30 years in English lessons I had spent much of my time learning (or teaching others) to do bad things well!

I mention these tarnished moments of glory mainly to remind readers that criticism of exams and standards is not an invention of the 1970s. And also to suggest that English is a particularly difficult subject to examine imaginatively and effectively. Given the past record of English in examinations, I am delighted—but surprised—to concur with Professor Cox in the last Black Paper (1975) that "all exams need to be constantly scrutinized, and methods improved".

Different subjects offer different assessment problems. Even those that boast language and literature are not the same, by any means, but they are relatively easy to describe. Competence in language covers four main aspects: speaking, listening, writing and reading. Collecting evidence on the first two (spoken language) is inevitably harder than collecting evidence on the second two. Even written language, however, is put to very different uses: consider the differences between competence in writing (or reading) an imaginative story, an informative report, a persuasive argument, and a set of instructions. Individual pupils find some of these much easier to handle than others.

Thus, in turn, think of the difficulties of the examiner: how to obtain evidence in a two-hour paper on both writing and reading for these four major functions, *at least*? And not simply evidence of the sort rejected in 1943 and 1964, but valid evidence. "Good writing . . . must spring from a desire to, say something", said Norwood, "and must have within itself a clear purpose". Otherwise, "the essay . . . may become an artificial exercise".

It is a tall order, even in class; and in the exam room, impossible to achieve for every candidate on the given day. This is why since 1964 English teachers and examiners have been particularly concerned to add a selective sample of course work to any evidence collected under exam conditions. Original writing for various functions and for a variety of audiences can then be specifically included in the evidence. Deliberate and careful reading of a variety of written materials can be sampled, and as far as literature is concerned, the 16+ student can be assured the elementary conditions for appreciative commentary—a text present, and some time to reflect on the features to which attention is drawn.

Thinking of the evidence needed for valid assessment in English, there is no doubt about what course work has to offer. Fortunately, there have been carefully controlled experiments, notably by the JMB, in its effective use, and in the safeguards that are needed to ensure comparability between candidates. (The work was supported by Schools Council and published by the Board in the 1960s.) But the actual procedures by which English course work is sampled and assessed still vary a good deal. Not all are equally careful. And the issue of sampling course work has generally become inextricably tangled with the issue of internal assessment by teachers—and the best ways to moderate it. Professor Cox, for instance, treats the two issues as one, and—despite the research in his own university board—seems to be aware of nothing but "continuous assessment", an extreme form of course work assessment almost invariably not used in schools. Confusions like this have been no help in serious discussion.

Nevertheless, confusion among teachers (including distinguished dons) and lack of agreed procedures both point to the need for steady scrutiny of assessment procedures, and an effort to improve new methods as well as the old. As far as English is concerned, I believe it is high time the DES, the boards, Schools Council and the National Association for the Teaching of English got together to sift assessment practice to date, and to decide where course work sampling is effective—what procedures are best, and what kinds of evidence it is best to collect. Inevitably the answers would need to be weighed against a similar review of examination papers in English, scrutinizing them to see how far they have escaped from the practices condemned in 1943 and again in 1964.

As present I know of no board that has prepared a review of this kind for its own system of examining English. When the N and F exercise was set up, the English Steering Group attempted to get funding for exactly such a review of evidence nationally, but—in the economic climate of 1975—they failed. The only kinds of review I have seen to date are essentially at the same point we had reached in 1967: they consider the efficacy and dangers of course work sampling in the abstract, arguing the pros and cons in general terms, but without reference either to specific experience in the boards or in the various research investigations that have been undertaken. We have 13 years' experience now of trying to overcome the weaknesses in English examining exposed in 1964: surely this experience should not be wasted—or confined to the particular board that initiated an experiment.

As a member of the English 16 to 19 project team, my own picture of the evidence to be considered is still piecemeal, but its overall effect is both exciting and invigorating. Despite the jeremiads of the 1970s, it is likely that an objective review will show that, in terms of English assessment, more has been achieved in the last 12 years than in the previous 50. Perhaps no board has a perfect answer—and one or two are still nearer the pass/fail borderline than one would wish—but taken collectively the answers mark a historic step forward in education.

First, given the 2-3 hour paper, there has been increasing recognition of the constraints that are unavoidable, as against those that are inevitable. It is largely a matter of teacherly common sense. What teacher would instruct his 16-year-olds, as they wrote their literary critical essays: (a) never to have the text by them; (b) never to look at the topic beforehand; (c) never to spend more than 30 to 40 minutes overall?

In several different areas of English there have been experiments attempting to avoid one or more of these constraints. Thus, speaking to teachers and representatives of the Cambridge Board about their "plain text" experiment, our project has found whole-hearted support and enthusiasm for the new approach, and confidence in its usefulness. Should not such experiments be nationally scrutinized and considered?

To take another instance: comprehension questions. Twelve years ago these inevitably took the form of a "passage" followed by a list of questions, mainly about words and phrases. It is difficult to imagine anything much further from the way 16-year-olds will actually interpret and *use* what they have read in everyday life, including employment. There are now several Boards which offer reading material and simulated tasks that are much closer to real experience. This is another common-sense reform worth careful scrutiny.

However, there is a second source of improvement: research in the last decade has produced a much clearer sense of the range of language uses a student has to master, in order to cope with everyday living. I have already referred to four main functions met in written work, and the need to consider a range of audiences. There has been parallel clarification from research on listening and talking. Thus, in reviewing what is sampled in a two-hour written paper, we are now strongly aware of what uses it potentially could include, and what it inevitably must omit. This is the key to deciding what kinds of course work need to be sampled if an over-all assessment of English is attempted.

How course work should be sampled; what safeguards should be built in to ensure that the work adequately and fairly represents a student's achievement; what background information teachers should provide, to ensure each student's work is broadly comparable—these and similar questions can now be answered from a wealth of practical experience, some admittedly indifferent, some scrupulously careful. It is time the wheat was separated from the chaff.

On the teacher's role in assessment, two things can be said. First, this is a separate issue from the question of sampling course work. At least one CSE Board has recently reported that it could equally effectively—and cheaply—collect course work folders for external assessment. And this is the regular practice in Scotland with the long course work "dissertations" prepared at 17+. Secondly, however, there is probably general agreement that where teachers can be involved in assessment (not necessarily of their own class, and certainly not in isolation) this is an important part of their continuing professional education. Once again, there is both strong and weak experience to be sifted, to determine the most effective contribution an English teacher can make to assessment, and the best conditions for in-service training in procedures and education in the underlying judgements that are demanded.

One major contribution to this process would be the publication of a number of "case studies" illustrating the range and quality of students' work during the course and in the exam room, with additional comments by a panel of experienced judges. Our project has already produced a pilot booklet on 17-year-olds, in collaboration with the SREB*; we hope that other boards will be interested to extend both the age range and the grade levels of "case studies" available. There is no shortage of interesting examples in the material currently prepared by boards for use in trial marking, for instance. Publications of this kind will set genuine standards — both in the variety and quality of work pupils of different attainment can achieve, and in the quality of discerning comment that examiners can offer.

An external examiner checks the marking standard of an English paper.

*Writing at 17+; price 25p, including postage; Schools Council English 16-19 Project, Bretton Hall College, West Bretton, Wakefield WF4 4LG.

John Dixon is director of the Schools Council English 16-19 project.

Blest pair of sirens

Milton and the English Revolution. By Christopher Hill.
Faber £12.50. 571 10198 4.
Milton the Puritan. By A. L. Rowse.
Macmillan £5.95. 333 21850 7.

The intellectual egoist and the intelligent sceptic: two sides of Milton reflected in two critics' readings of him, reviewed by Lois Potter

Milton intended not only to write but to be "a true poem"; to many readers, however, his life is the least attractive of his works. By his own account, which has the awful consistency of a work of art, he decided in his youth that his vast superiority to other men obliged him to write a national masterpiece. Having carefully educated himself for this task, he then discovered that his country had still more need for his services in the non-poetic sphere. For some 20 years he gave England the benefit of his wisdom on such subjects as ecclesiastical government, divorce reform, censorship, education, political theory, theology, history and logic. Then he resumed his work on the masterpiece.

What a comfort it would be to all of us if he had failed—and what a lesson for those who take themselves and their talents too seriously. Unfortunately, it is impossible to ignore the fact that this most self-righteous and cantankerous example of the intellectual in Politics was the author not only of the definitive English epic but of the definitive masque, pastoral elegy, short epic, Petrarchan sonnet and neo-classical tragedy. The sheer range of his interests, both literary and non-literary, is in fact still more of an obstacle to readers than his strong and intrusive personality. He looks too much like hard work.

So there have been two kinds of attempt to save Milton for the common reader. On the one hand it is argued that he was really a much nicer man than his own *self-portrait* would suggest; on the other, that his works can be detached from their intellectual and historical context and read, as some of his contemporaries read the Scriptures, by the Inner Light alone.

Christopher Hill and A. L. Rowse have both set themselves firmly against these two versions of "Milton Made Easy". Both are primarily concerned with the poet's role in the Royalist-Puritan conflict, which is still a live issue to them. Hill's name for this conflict is "the English Revolution"; to Rowse it is "the odious Civil War". This gives a fair idea of the difference between them. Though neither historian shares Milton's religious beliefs, Rowse hates them for the same reasons that Hill respects them—because Milton was prepared not only to die but (vicariously at least) to kill for them. Puritanism, to both writers, means being on the side of change, acting positively and taking life seriously (though Hill is anxious to break down the killjoy image which Rowse, for his part, accepts). However different their attitudes, both agree that Milton was undoubtedly a Puritan, not a comfortable liberal humanist—and both would have preferred him to be something else.

For Dr Hill, the real heroes of the seventeenth century are not the middle-class exponents of the Protestant ethic but the more extreme and experimental groups (known to some, including Rowse, as the "lunatic fringe") which proliferated in the 1640s and 50s. In *The World Turned Upside Down* he explored the lives and writings of these Diggers, Ranters, Seekers, and many others, with immense sympathy for their eloquence and social concern. His present book is essentially an expansion of an appendix to the earlier one, which argued that Milton was closely involved with these "radical" groups.

At first, in order to obtain the freedom which he wanted for himself, he was prepared to generalize about its desirability for all mankind, a fact which gave him something of a reputation for libertinism. Hill compares him with the Ranters, who demonstrated their belief that all acts done in the right spirit were holy by a cult of free love, dancing, swearing, drinking and smoking. In the end, however, the scrivener's son was a victim of his bourgeois background, unable to subscribe to views whose consequences would have destroyed his position as a member of a privileged intellectual élite. Hence the tension within his work, which finally found expression in an authoritarian theology: "he had to assert eternal providence, law, justice, had to cling on to the Bible, in order to save himself from Ranterism, nihilism, chaos."

Hill's vision of Milton "in permanent dialogue with the plebian radical thinkers" has already come under attack. I would find it easy enough to believe in such a dialogue conducted on paper or in the private dialectic of Milton's mind. In person, however, his conversational style with his social inferiors is probably illustrated by the story, which Hill admits to finding unpleasant, of how he baited his servant about Presbyterianism until the man left his service. Even if we assume that the poet's attitude to the common man grew increasingly pessimistic between the false dawn of the 1640s and the failure of the Commonwealth, it is hard to see in either the idealism or the pessimism any traces of direct personal contact with the people he was writing about.

His contempt for the "hireling" clergy, even in *Lycidas*, is not merely intellectual but social: these were men from humble backgrounds, taking the traditional way to preferment via the church. Sometimes, where Hill sees a "love-hate relationship" with the common people, I see contempt barely concealing fear. From the beginning of his career, Milton was fascinated by the story of Orpheus, not only because it was the classic myth of the divinely inspired poet with magic powers but also because its gruesome ending proved that those powers were of no use against the hostility of an insensitive mob.

The argument also depends on using the word "Radical" in a very wide sense. Browning's co-opting of his favourite writers into the Liberal Party:

Shakespeare was of us, Milton was for us,
Burns, Shelley, were with us—

pales beside Hill's press-ganging, which leaves almost no one on the side of monarchy and tradition except a few drunken Cavalier poets. He is prepared to extend the term to anyone who rejected established Anglican views, from popular egalitarian movements to those who took up occult religions in order to distinguish themselves from the vulgar. He then makes a very tenuous human chain out of this group: Milton knew someone who knew someone who had "Radical" books in his library; he had this idea in common with the Ranters, that one with the Muggletonians.

Curiously, although Hill is trying to present Milton as far removed as possible from the crypto-aristocrat of conservative biographers, some of his arguments work both ways. In *The World Turned Upside Down*, he pointed out that plebians and aristocrats had more in common with each other than either had with the middle-class Puritans; the Ranters, in particular, can be seen as "the assimilation by a lower social class of the values of the leisured aristocracy". (Hence, perhaps, the "ranting" behaviour of the Almenzors—in that apparently aristocratic form, Restoration heroic drama—who claim to be "as free as nature first made man".) If Milton was not averse to the occasional pipe of tobacco and glass of wine, isn't this more likely to be an assertion of aristocratic independence than of Ranter tendencies? Or does it simply show the danger of attaching too much symbolic meaning to every aspect of human behaviour?

When he turns to Milton's poetic works, Hill argues for a fair amount of reading between the lines, on the grounds that many of them were written in a period of censorship. This approach often results in a welcome emphasis on contemporary elements. For instance, the puns on "sect" and "sacrifical" in *Paradise Lost* and the fusion of Royalist and Ranter qualities in Satan. In an epic which, by definition, is meant to be as inclusive as possible in its implications, such suggestions are bound to be illuminating. Hill is wisely diffident about some of his conjectures, such as the relationship between the proportion of the angels who rebelled with Satan and the proportion of MPs who sided with Charles I, or the parallel between the three days of the war in Heaven and the three stages of the Civil War.

Here, at any rate, the more traditional study of biblical and literary sources seems more helpful. The Dragon of Revelation drew one third of the stars from the sky, three-day fights involving divine intervention can be found in the twentieth chapter of Judges (one of the stories which Milton listed as a possible subject for a tragedy) as well as in Spenser's handling of Redcrosse's fight with the dragon, which is also an allegory of death and resurrection. But, as the historian rightly says, there has been plenty of work on these lines already; he offers his own approach and the results of his vast reading simply as one more contribution to a collective scholarly enterprise. Although he apparently admires and defends Milton's doctrinaire arrogance, he does not embody it in his own work.

With Rowse, on the *other hand*, we face precisely the opposite *phenomenon*. Here is a scholar who finds Milton's Puritanism so repulsive that, despite his professed intention of giving a portrait of the poet's mind, he resolutely refuses to get inside it. Whatever religious and political speculations may have meant to Milton, to Rowse they are "orgy-bargy" about "nonsense": most men are fools anyway, and government is not, but the business of "keeping order in the nursery". This tone is likely to stop many from going beyond the first chapter, but this would be a pity. For, unlike Hill, who is interested in Milton's poetry chiefly as an expression of his ideas (hence his amazing contention that the end of *Lycidas* is "perfunctory compared with his attack on the corrupt clergy"), Rowse actually loves the poetry as much as he hates the ideas. The resulting tension in the historian himself is much more interesting than the tension which he purports to find between Milton's feminine nature and aggressively over-compensating *machismo* (partly anticipated, in any case, by John Carey's book).

Moreover, despite his early claim that "we do not need to waste time in academic disputes as to what kind of Puritan" Milton was, Rowse does eventually let out a good deal of information about some of his Puritan associates, as well as some quotations from Royalist sympathizers which provide a useful supplement to Hill's account (even though one phrase, attributed to Clarendon, actually belongs to Marvell).

He finds unexpected achievements to admire in Milton: his qualities as an historian, his devastating attack on the Presbyterian Royalists, his "statesmanlike" grasp of the issues involved in *Of True Religion*. The most annoying feature of the book is its refusal to let anything *speak for itself*; in particular, we are given a constant *running* commentary on the inferiority of Milton the Puritan to Shakespeare the Man, about whose healthy, open-air, heterosexual nature Rowse has not the slightest doubt.

Yet his antithesis between the two types which he calls "intellectual egoist" and the "intelligent sceptic" might also serve as a characterization of himself and Dr Hill. He quotes, with distaste, a typically harsh comment of Milton's on Reformation bishops: "But, it will be said, such men were martyrs. What then?" To find the reincarnation of this tone one need only look elsewhere in the book. The poet, after all that he had done for the parliamentary cause, suffered hardships in the late 1640s: "Serve him right, for the illusions he had cherished." The Presbyterian troops were cut to pieces by Cromwell at Preston: "Serve them right, for their idiocy." When Rowse comments on the diatribe of Milton's, "Supercilious as ever . . . and, yet again, justified", or when, at the end, he admits to finding the isolated poet a heroic figure, I think that he is talking about two people instead of one and, moreover, that he knows he is. He confirms my suspicion that a twentieth-century Milton would be even more impossible than either Hill or Rowse seems to imagine.

Left behind?

Adam Roberts on the fortunes and misfortunes of the New Left

An Infantile Disorder? The Crisis and Decline of the New Left.
By Nigel Young.
Routledge and Kegan Paul £9.95.
7100 8467 6.

The central argument of this 500-page trans-Atlantic tour of the New Left is put plainly, even courageously, by the author right at the start: "The New Left, which after 1956 emerged as an alternative to the Cold War and its Liberal and Marxist orthodoxies, eventually a decade or so after its birth returned whence it came; in other words the 'crisis and decline' of the New Left represents an end of a cycle, a loss of an identity forged by its birth."

It is a brave man who writes an obituary of a political movement: after all, such movements never quite die, and their spokesmen are always likely to interrupt when, like Tom Sawyer, they find themselves attending their own funeral. Nigel Young does not deny that many things that the New Left stood for live on in one form or another. But he also contends—and he is right—that the key ideological positions of the movement have been abandoned or undermined. Much of the more detailed appraisal in this political obituary is weak, but not its central argument.

The New Left began, in England, as a response to several events, including Suez, Hungary, and the H-bomb. In the US it was a response to the liberalism that leads to the ghetto and eventually took its sons to Vietnam. In both countries the *New* Left "involved the paradox of both a socialist critique of capitalism and a liberal critique of socialism". To have maintained such a paradoxical position would have required not merely *persistence* but also much new thinking on the problem of the state, of minorities, of violence, of defence, and of decentralization.

In the event, the New Left developed a style which gave glimpses aplenty of the future it was groping towards—the Aldermaston marches, the mini-revolutions in universities—but it never developed a very coherent political and economic analysis of the world. In the sixties it retreated more and more into pointless violence. It identified increasingly with authoritarian positions and regimes. Its publications continued to offer interesting and even original political ideas, but they did not show the outlines of a new politics.

The Soviet invasion of Czechoslovakia was one of the lightning flashes which threw the changes in the New Left into sharp relief. As Nigel Young says, the events in Prague (the pre-August democratization, and post-August civil resistance) "jarred against so many assumptions and predictions that for many they had either to be grossly slandered, or ignored and rejected". While this is a bit sweeping, it is not wholly unfair. The incomprehension of the New Left in face of the events in Czechoslovakia in 1968 was in striking contrast to the very different attitude adopted 12 years previously to the much more confused and ambiguous events in Hungary.

Young is on strong ground, too, in his account of the growing obsession with revolutionary violence. He is very critical of that shooting star, Stokely Carmichael; and, on a more general level, he rightly points to the ambivalence of Marxism *vis-à-vis* organized violence. He traces developments to the point where almost any guerrilla force calling itself a liberation movement could confidently expect New Left support: an inflation of rhetoric which devalued the coinage of politics.

If one agrees with Young's thesis, however, one must equally strongly disagree with much of the book. It is not just that it is over-long and repetitious, dotted with initials and acronyms, and marred by occasional redundant phrases such as "in a very real sense". It is also that the analysis is often surprisingly shallow.

Since the title is borrowed from Lenin, the reader might expect Young's critique of the New Left to be from a Leninist perspective, but in fact Communists of almost all descriptions get remarkably short shrift. To take but one example, Madame Nguyen Thi Binh from Vietnam is called "the tough NLF/PRG bureaucrat"—which doesn't really tell us much about her. The British Communist Party is treated equally harshly, and its opposition to the Soviet invasion of Czechoslovakia is pooh-poohed. This is particularly odd as the line on Czechoslovakia was not only a very important affair in King Street, but also an interesting case of the old Left occupying a position which had been partially abandoned by the New.

The author's position is, in fact, not one that is easy to define. He offers no grid reference, but plenty of clues. Almost at the end he refers to "the programmatic necessity and theoretical reality of more definite links between practical change at the level of the individual and group and structural change at the level of trans-national or universal power systems and societal organization, especially in relation to the nation-state". What all that means is obscure, but implicit in it seems to be the idea of creating a new type of political order, not reliving the nightmares of the old types.

So far, so good, but it has been precisely a major failing of the New Left that it has dealt in obscure verbiage in situations where very definite answers were required. The New Left paid astonishingly little attention to such elementary questions as how a military coup against a Left government was to be resisted. The question raised itself in sharp form at least as early as France 1968. If the French events demonstrated anything clearly, it was that the New Left not only had no answers to such questions, but also that it did not want power or anything resembling it. Young skates over these issues. His account points towards, but does not actually reach, the harsh conclusion: the movement was the message.

Like so many of us, Young obviously liked the movement and the sense of liberation it imparted to its members. But here and there he seems to think that, if only it had shown more flair and sense of timing, if only it had remained true to its original ideals, it would have achieved much more. This may be true of the civil rights movement in the United States—which did in any case, as he rightly says, score up some impressive successes. But as an explanation of the failure of the Campaign for Nuclear Disarmament it is far too shallow. He suggests that CND's failure occurred in the late sixties, when it lurched old-leftwards. But there is much evidence that CND had ceased to grow already in 1962 and 1963. The reason was, I believe, that it had nothing clear to offer in place of nuclear deterrence. Some wanted neutralism, some continuance of NATO. Some wanted conventional defence, some a system of civilian defence based on non-violent resistance. Some were fellow-travellers, some little Englanders. The confusion of the message and the consequent inevitability of failure was pointed out by some of us on *Peace News* as early as 1963.

Young's tendency to underestimate the inherent policy weaknesses of such movements as CND has one serious consequence: it leads him, just occasionally, to be rather bitter about those who diverted the movement from its original character and goals. He admits here and there the existence of an intellectual vacuum waiting to be filled, but much of his story, and maybe too much, is written in terms of betrayal and takeover.

Nigel Young says in his introduction that he wants to assist the New Left "to find itself again, to pick up the threads and reconnect them; to discover what was essential and what has been lost, and why it was lost, in order, hopefully, to recreate a more effective movement, a more sustained vision, and an identity that is secure". This is an excellent aim, and he points to the continued relevance of New Left ideas in certain fields: in education, and in addressing the problem of the "post-scarcity society". (One wonders, though, whether the post-scarcity society will arrive before we all run out of oil, gas, food, water, and clean air.) But if the New Left is to be resurrected, or its concerns taken up by others, one hopes it will be on a less fragile intellectual foundation than the New Left lamented by Mr Young.

Sedmentarization total

Eileen Barker on a new dictionary of social sciences

A Dictionary of the Social Sciences. By Hugo F. Reading.
Routledge and Kegan Paul £3.50.
7100 8642 3. £1.50. 8650 4.

"Designed", the blurb says, "for students of the social sciences, public administration, social administration and social work, this dictionary will also be useful to those who work in specialized agencies and international organizations."

As one gazes in awe at the 7,500-plus entries, one finds oneself wondering exactly which specialized agencies and international organizations. Of course one can understand readily enough that for 007, the Church Missionary Society and perhaps even the World Health Organization it would be of inestimable value to know that the adjective from "teknophagy the eating of children" is teknophagous and, similarly, the adjective from "necrophagy the eating of exhumed corpses" is necrophagous (one who does it is a necrophager). But who, one ponders uneasily, needs to know about "neighbourhood, roving area larger than residential neighbourhood for intensive cultivation of social relations" (sic)?

In the normal course of events I would welcome a new dictionary with enthusiasm. For a student of social science, and indeed for many others, a good dictionary of social sciences is a must. On this occasion may I recommend either Routledge's earlier *A Dictionary of Sociology* edited by G. Duncan Mitchell, or the slightly more expensive but undoubtedly excellent value UNESCO *A Dictionary of the Social Sciences* edited by Julius Gould and William L. Kolb and published by Free Press.

Hugo Reading's dictionary might possibly be worth buying if you were secretary to some polysyllabic social scientist in need of help with spelling. Alternatively, if you wanted to get your own back on those people who insist on educational party games after dinner, you could try them out on "Who knows the difference between schismogenesis, complementary and schismogenesis, symmetrical?" Or, if you want to be really nasty, "What about sedmentarization, definitive and sedmentarization, total?" This is mean because for sedmentarization, total it says see *sedmentarization, definitive* and for sedmentarization, definitive it says *permanent sedmentarization* and for sedmentarization it says the acquisition by or the imposition of *sedentarism* on a group, and for sedentarism it says the state of being *sedentary*. And perhaps it should be added that for sedentarization, temporary its says *sedentarization* which is not permanent. Which all helps to explain how Mr Reading clocks-up 7,500 entries without getting us very far.

Not only does the dictionary threaten to confirm the worst possible suspicions that social science is nothing but obfuscating rubbish, but it is also, if not downright incorrect on occasion, so biased in its theoretical assumptions that it could only be more misleading than helpful. Take, for example, Anomie 1. Absence of common *values* in a *society* (this becomes even more confusing if one looks up the six meanings of value); then again secularization as the "transfer of non-religious *functions* from religious to secular organizations" is, in the light of current debates, a case of *petitio principii par excellence* if I may, in exasperation, be allowed to mix my semantics, ontogenetic having doubtless become semantogenic ("pertaining to maladjustment resulting from failure to understand the denotation of an emotive word or from the *connotation* a word possesses for the individual").

When I came to consider the omissions the wonder grew. Why can we find oligarchy and monocracy but not democracy? To leave out capitalism and bourgeoisie was probably wise. Perhaps Mr Reading decided to exclude some of those concepts which would actually send students to a dictionary but which he has recognized to be too contentious or difficult to define in one sentence. I can understand a reluctance to define reflexivity, or indexicality but ethnomethodology and phenomenology surely deserve a mention these days. No help is given for such technical terms as confidence limits, probability or participant observation although Verstehen and, just above it, verifier, code are there.

There is science, administrative; science, normal; science, philosophy of; Science policy; science, political and science, revolutionary—but science itself is not defined. Nor is there any entry under science, social. I am afraid I do not find it all that remarkable that Mr Reading did not define the subject of his dictionary.

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Routledge & Kegan Paul
39 Store Street, London W.C.1

Last will and testament

Charles Stuart-Jervis

Napoleon: Man and myth. By R. Ben Jones.
Hodder and Stoughton £2.45. 340 17555 9.

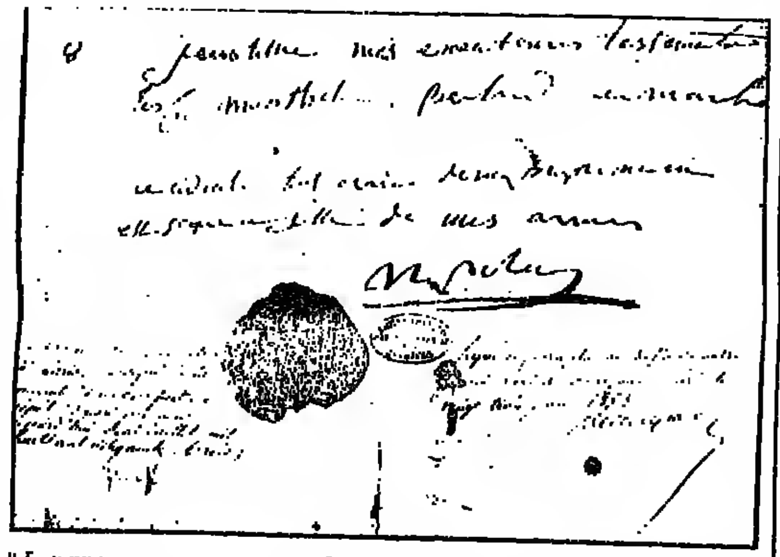
My earliest encounter with Napoleon was through Conan Doyle's *Brigadier Gerard*. Through his eyes I saw the little emperor as an object of veneration, almost as a demi-god. The Brigadier's dash and verve, his élan, rubbed off on to the emperor himself. As if that were not enough, the picture of Napoleon showed him to be dark and brooding, hand thrust into his jacket, the very epitome of power and mystery.

Any attempt to separate the man from his myth is a momentous enterprise, a most hazardous undertaking, likely to arouse strong emotions. R. Ben Jones has written his book in an attempt to show how Napoleon came to head a new order in France, how he reflected the cultural movements of his time and to provide a reasoned assessment of the emperor as general, administrator and diplomat.

In the attempt to cover so vast a canvas, to be as objective and precise as possible, there are inevitably pitfalls. Though Mr Jones contrives to explain much (he is particularly good on Napoleon's abilities as a general), the book fails to explain satisfactorily how he came to inspire the almost mystical devotion of so many of his followers. The human element appears to be lacking even though great names and events occur on every page.

Yet, even so, Napoleon's greatness remains. The follies, the great enterprises and the great mistakes, the energy and the ruthlessness that marked this still remote and secretive figure emerge against the background of the age. The total effect is slightly to diminish Napoleon, partially to explode the myth and to show the man, but it is the era itself which is thrown into sharp relief. Indeed, the political, and diplomatic and economic conditions of the time, together with major social developments, are nowhere better explained.

The method of the book is successful, the maps are excellent and the further reading lists are both helpful and exhaustive.



"I name as my executors Count Montholon, Count Bertrand and Marchand."

Nothing can be more personal to a man, nor more revealing of his loves, friendships and loyalties than his will, especially if it be handwritten. The facsimile edition of Napoleon's Last Will and Testament (Paddington Press £5.50 and £2.50), with its lists and codicils, is a moving document, preceded by a perceptive and thoughtful introduction by Alex de Jonge who also translated it. Throughout the text one is aware of the mind of a political animal still very much at work in the expression of his love for France, in the forgiveness extended to his enemies and in the bequests themselves.

Behind the walls of Derry

Tom Corfe

The Narrow Ground: aspects of Ulster, 1609-1969. By A. T. Q. Stewart.
Faber £5.95. 571 10325 1.

The Development of the Irish Town. Edited by R. A. Butlin.
Croom Helm £6.95. 85664 489 7.

"The City of London-Derry is now compassed about with a very Strong Wall, excellently made and neatly wrought", wrote Nicholas Pynnar about 1619; and, ever since, Derry's massive walls have been part of Ireland's troubles, symbolically as well as physically.

In these two books they play their differing roles. Dr Stewart is concerned with their symbolic and mythical significance. They represent beleaguered Unionists staunchly resisting the Catholic hordes, and they tower proudly over the outcast Bogsiders. They long provided the setting for the prancing, joyous ritual of the Apprentice Boys. Dr Stewart, rightly concerned by the Englishman's insularity and ignorance, sets out to untangle the myth and history that plays so vital a part in the Ulster problem.

Sadly, both sides have neglected Horace Plunkett's advice that Englishmen should remember Anglo-Irish history and Irishmen forget it. Dr Stewart's book, though given to breathtaking generalizations, ought to stimulate that English memory and at the same demonstrate to Irishmen how much of their historical memory is laid by folk-myth. That "each community identifies with the myth it takes from history", and Dr Stewart does best to demonstrate just how and why the myth has come to dominate.

For the geographers whose appears in *The Development of the Irish Town*, Derry's walls are of the form and function of an excellent example of a fortified planned town of Renaissance style. This is a useful survey of current Irish geographical writing, but a book it is slight and expensive. Just over 100 pages of text and 10 of notes are supplemented by 19 maps, mostly reprinted from well-known books. Irish towns, alien institutions, created by Vikings, Normans and, most of all, Englishmen. They were planted islands of civilization set in an uncouth rural wilderness.

Their pattern has changed relatively little since the eighteenth century. They are therefore of great interest alike to historians, geographers, architects and sociologists. This compendium, despite its narrowly geographical basis, touches incidentally on much of interest. It progresses jerkily from semantic quibbling and statistical jargon of the opening section to a pleasant concluding ramble through nineteenth-century Ireland with Professor Freeman. It is not, however, the book that is really needed on Irish towns.

And shall Trelawny die?

Michael Trend

Trelawny: The Incurable Romancer. By William St Clair.
John Murray £7.50. 7195 3424 0.

If you mistakenly still think that Edward John Trelawny was the prototype for Byron's Corsair, you are not alone: it is most likely that, in his later years, Edward John Trelawny believed it himself. Trelawny alive fooled many of the people whom he came across much of the time: his powers as a bammer would have gone down well in Nightmare Abbey. It is even more surprising that Trelawny dead has gone on fooling us—mainly, one suspects, because we are all reluctant to know the truth.

He was the essential Romantic hero to himself. He was a man larger than his own life; Mary Shelley expressed a widely held view when she said of him that he had the "rare merit of interesting my imagination". But there is no longer any excuse: William St Clair's *Trelawny: The Incurable Romantic* gives a clear picture of this fascinating, mendacious, humourless, obsessive and sometimes tedious man, and his excellent book reveals much that is astonishing—because it is true.

Trelawny's long life saw him as the man who, a "volunteer first class", missed the Battle of Trafalgar by only a few days; who snatched the heart of Shelley from his funeral pyre; whose services Byron was most anxious to secure before he went to Greece; fought alongside the second wily Odysseus; travelled America where he considered setting up a communal settlement; wrote two best-sellers (one still often read); who was still alive in 1878 when he sat as a model for the old man in Millais's "The North West Passage" and who is buried immediately next to Shelley in Rome.

One is obliged to halt for breath before considering the many vivid and untrue details that Trelawny himself added to a life that none could call colourless. Trelawny was also the legend; who, between the ages of 13 and 20, sailed the Indian Ocean with the notorious and imaginary privateer de Ryter; who hunted lions, men and treasure; lived constantly in the most extreme conditions and often escaped with barely his life; who also took a native bride, Zella, and, as a late story of his has it, lost her when she was swallowed by a shark. . . .

The Victorians were characteristically at times greatly impressed and at others just quietly tolerant of this man who hated kings, priests and Empire, claimed to have deserted from the Navy, and at the time of the Transvaal War was heard shouting: "If I were a younger man I would go and fight for the Boers—fight for the Boers—fight for the Boers."

Mr St Clair, editor of Trelawny's *Adventures of a Younger Son* (Oxford University Press, 1974) has very skilfully reconstructed, in his own amusing style, the life of this more-than-Byronic figure, a man who took himself too seriously, just like the others, but in a more unexpected way. The book is enjoyable, and will be useful to those who have a serious interest in all aspects of the period (he is especially good on Mary Shelley). The author also gives many clues to those who seek the answer to the question of why Trelawny got away and still gets away with such deception. He is well described in a "ponderous joke" reported by William Sharp in his life of Severn: "Here lies Edward Trelawny for he is still living."

Strike!

Robert Parker

Grunwick. By Joe Rogaly.
Penguin 80p. 14 052 (?)27 1.

The first of several books promised on the Grunwick dispute has now appeared. Put together at breakneck speed by Joe Rogaly, assistant editor on the *Financial Times*, *Grunwick* is published at a time when no end of the 14 month-old dispute is yet in sight. Compared with the other books expected on the subject, Mr Rogaly's will no doubt be seen as the most independent available.

The next book on the dispute, will be by Mr George Ward, the managing director of the company. His account promises to reveal much about what made him take his determined, some would say obdurate, stand not only against one particular trade union, but against the underlying attitudes upon which industrial relations are now mostly conducted in Britain. His inevitable bias will presumably be countered by a book expected in February by Mr Jack Dromey, who has been helping and advising the strikers since the beginning of the dispute.

Grunwick is more interesting on the legal issues that have arisen from the dispute, and which have important ramifications for the whole trade union movement, than it is on the causes of the dispute.

Mr Rogaly covers much of this latter area from the transcript of the July Court of Inquiry headed by Lord Justice Scarman, which involved interviews with George Ward, and other central figures.

Although Rogaly concludes that the stand of the union involved was justified, he argues that its lack of success can only be blamed on the trade union movement itself for refusing to allow its rights to be enshrined in statute.

Mr Rogaly could have devoted more space to describing what Mr George Ward sees as the battle now raging between individual rights and collective or corporate rights. But he has an interesting section on the involvement of Mr Callaghan and the Cabinet during the violent mass picketing in June, and he also traces what appears to be a fundamental change in the thinking of Lord Justice Scarman, himself on the rule and the letter of the law.

Hawk or dove?

Hilary Finch

"I have come bearing an olive branch and a freedom fighter's gun. Do not let the olive branch fall from my hand." Now, three years since Yasser Arafat spoke these words, Geneva is in the air again. All the more reason for filling in the background by reading Dr Hirst's recently published *The Gun and the Olive Branch* (Faber £5.95. 571 11136 X), a chronological account of "the roots of violence in the Middle East".

Mr Hirst's sympathies are nowhere disguised (if you take strong exception to the recent *Sunday Times* Insight reports on Israel, you may well find parts of this distasteful), but they do not impede his thorough documentation of events, fleshed out by commentary, contemporary and retrospective.

What was Menachem Begin doing in the 1940s? Wherein lies the truth about that other great Exodus? How is Israel going to save itself? David Hirst does not presume to have the answers, but his honest study fills a long-standing gap in Middle Eastern studies by culling together for the general reader much that has been hitherto inaccessible, unknown, or ignored.

When I'm 64

People not "Pensioners"
Help the Aged, 32 Dover Street, London W1A 2AP. 75p. 905851 1.

"It ought to be lovely to be old," wrote D. H. Lawrence. "Old people are only you and I grown old" is a theme which runs through this topic book from Help the Aged. From questioning our images of age, the book moves on to look at how we grow old, what needs we have when we are older and how old people can be helped. It contains ideas for research, class projects and other activities and the lively text is matched by well-chosen photographs.

Audrey [illegible]

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Peter North teaches at Avery Hill college of education

Adam Roberts lectures in international relations at the London School of Economics

Charles Stuart-Jervis is headmaster of Abbey Wood comprehensive school

Colin Ward is environmental education officer of the Town and Country Planning Association

Seamus Hegarty is a research officer with the NFER

John Gribbin is the author of *Our Changing Planet* and *White Holes*

Paperbacks

King and country

F. R. H. Du Boulay

In William the Conqueror, Henry VII, and Henry II, three splendid volumes in Eyre Methuen's *English Monarchs* series are now published in paperback for the first time, and thus brought just about within reach of students and, for that matter, of their teachers.

In writing a modern British history an author might call his book "the reign of Victoria" or "the reign of George III", but to do so would be merely a trick of presentation. In writing about earlier ages the monarch is no brand-name for a period but its moving centre and its political creator. The three men who are the subjects of these books died at widely separated dates: 1087, 1189 and 1509. But they had in common the fact that they ruled as well as reigned, however different their styles of life. Whether they were happiest in the saddle or the council room, and whether their orders were mostly relayed by other voices or mostly reduced to writing, it remains true that their commands directed the actions of men and women in ways now unimaginable in Buckingham Palace. For this reason alone it is right to give a new student a book about the king as an introduction to one of these remote societies.

In these big books, three scholars, each of whom has spent years in detailed research, make almost all the existing books on the same themes obsolete. What is more, there are some fascinating differences between their treatments which provoke us to wonder whether they reflect differences between the kings themselves, the historical sources available to the authors, or the characteristics of the authors themselves.

Professor David Douglas's book William the Conqueror (£3.50) gathers up the harvest of a lifelong study of an age when few men could read or write. It is the scholar brooding upon men of action. For, indeed, it was largely through the acts of one man that a single province of Gaul conquered an ancient kingdom. The hero was in some ways an atrocious savage. Yet to explain him has needed the prolonged and gentle study of genealogy, chronicles and charters: evidences of the most intractable sort. It is hardly a wonder that the result is paradoxical in form. The bones are mostly those of warriors, but they are very dry. "The events of this period", writes Professor Douglas in a not untypical passage, "assuredly offer the strongest testimony of the indomitable purpose of the young man who was the principal actor in this embattled drama. . . ." Yes, indeed.

Five hundred years later Henry VII ruled a kingdom where writing was not rare but superabundant. But the chronicles had tailed off, literature had hardly begun its new flowering, and the bulk of historical source-material is legal and fiscal. This has suited the austere intellect of Professor Chrimes, who in Henry VII (£3.50) concentrates on the study of government and has tried to omit "trivialities and hackneyed anecdotes". Here, too, the treatment is donnish, but in this case is appropriate to its principal subject.

In between the two, Professor W. L. Warren has let himself loose on an age of vivid descriptive writers, colourful characters, and the profoundest problems of human society. His book on Henry II (£4.50) matches its material. It is a many-sided masterpiece, rich and varied in sources, but fortunate, too, in having attracted an author with a brilliant imagination which he has the skill to control but the courage to use.

Two more books on medieval history have recently been issued as Longman paperbacks. King Stephen, by R. H. C. Davis (£2.75), includes maps and tables of earls and earldoms, chronicles, sources, etc, while B. Wilkinson's The Later Middle Ages in England, 1216-1485 *(£4.50), first published in 1969, traces English society from "Manor and Vill" to Wyclif.*

Children's literature

Post early . . .

Virginia Makins

The easy way out for a children's book publisher at Christmas is to get new pictures for an old favourite. This autumn brings a new Night before Christmas—*The Night Before Christmas*, by Clement Clarke Moore, illustrated by Elise Trimby (Benn £2.50). This is a particularly good version: the pictures are full of Edwardian vignettes and domestic details, and people of any age from three up would find all kinds of things to enjoy in them.

Rich detail is just what is missing in The Little Shepherd Boy by Peggy Blakeley, paintings by Bunshu Iguchi (A. and C. Black £2.50). The Christmas story is well told, plain and simple and good for young children. But the illustrations—pretty enough, in a subimpressionist kind of way—are decorative rather than interesting.

Methuen didn't need new pictures for Kenneth Grahame's short Christmas story, Bertie's Escapade, first printed in 1949 and now reprinted (Methuen £1.95). Ernest Shepard's pen and ink drawings belong with it by right. "Bertie was a pig of action. 'Deeds not grunts' was his motto." His abortive attempt at carol singing, and subsequent stolen feast, make a rich and delicious little book that whole families can enjoy.

Perhaps the best way of conveying the quality of Rosemary Well's very short new Christmas story, Morris's disappearing bag (Kestrel £1.75) is to say that it stands comparison with Grahame. As in the works of the master, there is nothing annoying about Morris being a rabbit instead of a person, and the deceptively simple pictures carry a great deal of very human character and feelings.

Louise Moeri has attempted a more traditional Christmas fairy tale with Star Mother's Youngest Child (Macdonald and Jane's, £2.50). It is a nice tale; a grumpy old lady and an ugly star child get together for a once-only, special Christmas. It is, perhaps, a bit long-winded, but Tina Schart Hyman's drawings carry it along. It is a pity that it has been carelessly printed, with odd light lines in a very bold type face.

Across the shires

Rosemary O'Day on local history

In his introduction to *Essays in the Economic and Social History of South Yorkshire* (South Yorkshire County £2.50), Sidney Pollard sums up neatly the difference in approach to history of those who think local history important and those who do not:

> Those to whom history means the playing out of national politics, the doings of ministers, courtiers and members of Parliament, and to whom the historical figures are those who strut and glitter on that public stage at a corner of London are right to disdain the record of South Yorkshire. . . . [But] there are other ways of looking at what is of real significance in history than to chorter the doings of that small number of men who, in every age, wrest more than their share of power and wealth from the community.

The professional historian who expresses interest in the regions today, therefore, is not regarding the history of a locality as light relief after the study of high politics, as a way of establishing how the "unimportant 90 per cent" lived, but as a vital source of information for the understanding of national and international developments.

Yet the term "local history" still carries the stigma of mere antiquarianism or, more seriously, amateurishness in professional circles. A local historian is always at pains to justify his aims, ideas and methodology in a manner which is scarcely expected of the political historian. Perhaps this is inevitable in that so much "local history" is still produced by amateurs and antiquarians.

This volume of essays on South Yorkshire, edited by Sidney Pollard and Colin Holmes, does not pretend to present a narrative history of the region. The book contains 17 scholarly and analytical essays by professional historians on key issues in the local history of the region, but it suffers from some of the defects of the genre of essay volumes: it is not a narrative history and some topics of importance are inevitably neglected. But it also demonstrates some of its virtues. Using the skills, interests and energies of a group of scholars it was possible to write a more detailed, critical and rounded study of South Yorkshire than any one man, however eminent, would be likely to produce.

Four volumes of the History of Lincolnshire (History of Lincolnshire Committee) are set in the more conventional mould of local histories, which is nevertheless not to be despised. The books cover in a scholarly, critical and informative fashion the history of the county over a specific time period—Roman Lincolnshire by J. B. Whitwell (£2.00), Church and Society in Medieval Lincolnshire by Dorothy Owen (£2.50), Tudor Lincolnshire by Gerald Hodgett (£4.00). They are well illustrated both in terms of plates and maps. The readership for these volumes, I would suspect, will be of a more varied nature than that for the South Yorkshire work. The books will appeal to antiquarians, to children and students engaged in local history project work and to more serious students of history.

Despite the limitations placed upon them by this anticipated audience, the authors have managed to set the history of Lincolnshire within the context of recent research to a remarkable degree, and the current preoccupations of professional historians are evident in their selection of issues. For example, Dorothy Owen devotes chapters to the economic life of the religious houses and to the relationship between the church and the laity.

Finally, there are two books which at first glance seem to fit into the same category—that of books concerned with urban history and, more particularly, with the history of a single town. In fact *Minehead: A New History* (Exmoor Press £2.95) and *Wanstead Through the Ages* (Dawn Press £3.50) could not be more different. Hilary Binding and Douglas Stevens have presented a detailed and fascinating account of the growth of Minehead, which unostentatiously reveals their source material and the careful, discriminating use which they have made of it. The book will be of particular use to those interested in the development of the seaside resort in the eighteenth and nineteenth centuries.

Wanstead Through the Ages, by Winifred Eastment, is a much more personal account of the history of a town—almost a ramble through the landmarks of the suburb. The book is certainly not a systematic treatment of Wanstead's history although the reader may well glean interesting information from its pages. On the whole, this book has a more exclusively local appeal than any of the others.

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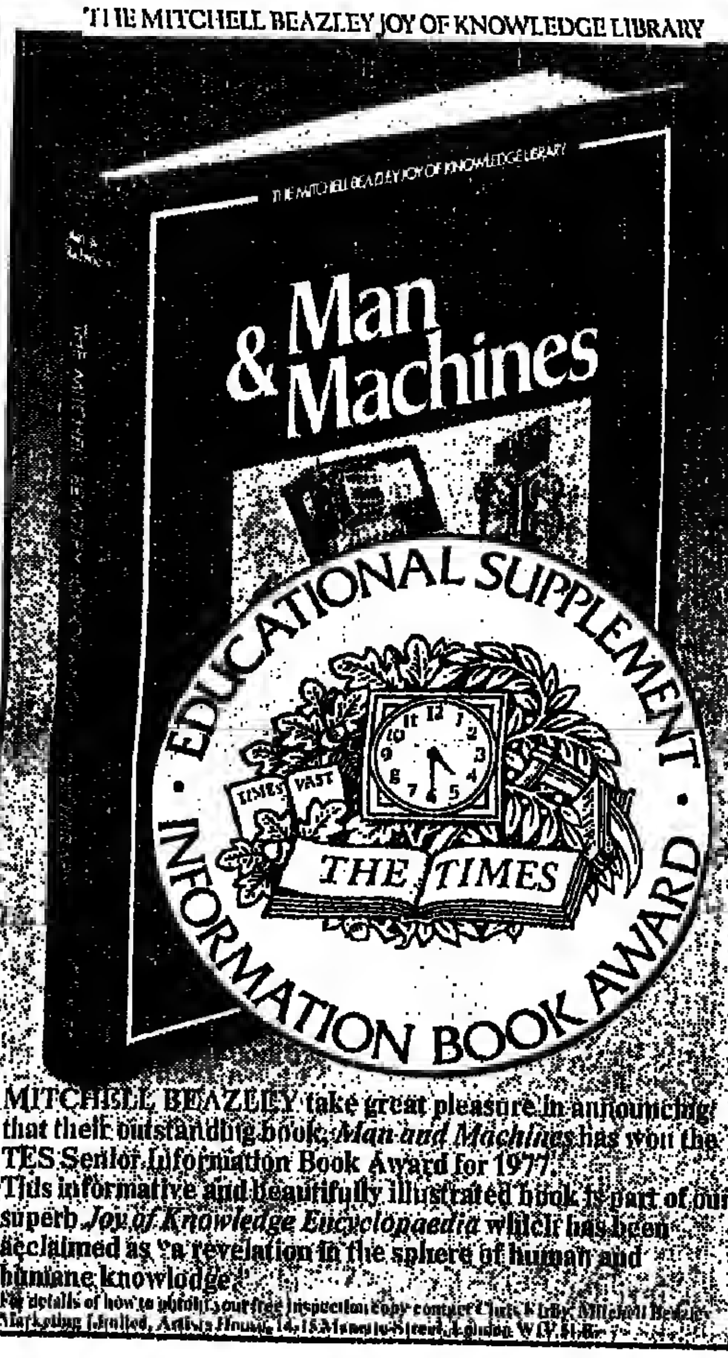

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SOCIAL SCIENCES

Which way now?

Peter North looks at different methods of teaching social studies

Teaching Strategies for the Social Studies. By James A. Banks with Ambrose A. Clegg, Jr.
Addison Wesley £6.95. 201 00412 7.

Developments in Social Studies Teaching. By Denis Gleeson and Geoff Whitty.
Open Books £1.75. 7291 0094 4.

Social Studies in Elementary Education. By John Jarolimek.
Collier Macmillan £10.50. 02 360351 8.

Teaching Elementary Social Studies. By Pearl M. Oliner.
Harcourt Brace Jovinovich £9.50. 15 588052 7.

The new term is under way. New roles anticipated throughout July and August are now becoming well worn. Not long to go before somebody murmurs, "What do we have to do social studies for anyway?"

Whether the question is ignored, or suppressed, or the answer elaborated in confounding detail, the problem still lingers. Do we go along with those like John Jarolimek who see social studies as "the process of socialization of young citizens", or should it "provide opportunities for students to perceive the significance of their studies for a critical understanding of the world which they experience"? (Gleeson and Whitty).

There may have been a time when teachers could have answered with a certain confidence that social studies should "provide children with an opportunity of acquiring a knowledge and understanding of the society in which they live" (Mathias, 1973), or to provide the country "with a sufficient proportion of self-reliant, participant, mature citizens" (Hemming 1949).

Such confidence seems misplaced today. "We are", observe Gleeson and Whitty, "now clearly in a period of doubt and caution. The high hopes which were invested in the New Social Studies are now to some degree dashed, but the alternatives seem too radical for some and yet insufficiently political for others". It is right, therefore, that teachers of social studies, or social education, or any other appropriate curricular label, should now stand back and take stock of their position.

Gleeson and Whitty provide an excellent place to start. Their book is a highly personal critique of the present state of the social sciences in schools by two sociologists who have been involved in the issues of which they write both in the classroom and in academic debate. They write with experience and authority.

Their diagnosis is that social studies has become a process whereby students are too often subject to alienating classroom situations dominated by the transmission of "commodity knowledge", with the intention of producing an amenable, acquiescent and conforming populace. Hegemony is minimalised through the influence of "chalk and talk", worksheets, textbooks and examination syllabi. Their intention is to free the teacher and the pupil from his domination.

The analysis is generally sound, and their hopes well founded. Much of the work children do in school is unrelated to any real needs which they may have. Too often it is based on a relationship which denies the learner any power over his or her learning. Teachers feel trapped and unable to effect any significant change. None of this is new, of course. From Dewey and Mannheim, through Neill and Isaacs, to Kohl and Illich, much of this has been documented and debated. By turning the focus on social studies, which are often thought to be inherently enlightened, Gleeson and Whitty, perform a valuable service in highlighting the tensions faced by many teachers who seek that clichéd goal of relevance.

Just as their diagnosis reveals nothing that is new as their search for remedies produces few surprises. Many well-worn prescriptions are there: "Collaborative Learning", "Education and the Community", "teacher controlled assessment", "cooperative resource development" and "reflective teaching". However, in reassessing the oft-proposed solutions to well-worn problems Gleeson and Whitty make us once again re-assess our own practice and emphasize the extent of the dilemma faced by many teachers. In a curious way the sense "doubt and caution" can be discerned in each of the three American tomes produced respectively by Banks, Jarolimek and Oliner. Each comprises an extensive instruction manual for "teachers of social studies in the Elementary Grades". Their views of social studies are considerably wider than that adopted by Gleeson and Whitty. History, geography and economics command positions of central importance alongside sociology, psychology and anthropology. James Banks devotes a chapter to each of the social science disciplines. Oliner provides an extensive overview of curriculum theory and cognitive development and Jarolimek goes at length into the development of social studies skills.

The underlying tone of all three books is essentially behaviourist and functionalist in terms of their views of the purposes and processes of social studies education. They have a confidence about their viewpoints which is in some ways reminiscent of American sociology in the late fifties. Explicit critique is noticeably missing as is any reference to that body of American educators who have been widely read by radical and progressive educators over here. Though ideas like "pupil-directed learning" and "open classrooms" are commonplace, names like Kohl, Postman and Weingarten, Holt and Jackson are surprisingly absent. The dominant ideas are derived from Bruner, Taba and Bloom. Yet in working out these ideas Banks, Oliner and Jarolimek each arrives at a position not unlike that discussed by Gleeson and Whitty. Learning needs to be active and relevant, pupils need to be involved and the school needs to be outward looking drawing upon the experience of the community. Inevitably this will lead to situations where the school, the teacher or the pupil comes face-to-face with the power structures which ultimately control the school itself.

The American view seems then to be defensive, protecting the teacher's right to further the education of the children through corporate action by professional bodies, notably the National Council for Social Studies. For Gleeson and Whitty this poses a serious dilemma. The education system—schools, teachers and children—should not only expect to confront political structures, it should seek to enable children to develop the skills by which they might be changed. Gleeson and Whitty's commitment is to "radical educational change" which means not just changing schools but also, through the schools, changing society.

They are in many ways more aware of the problems and of the failures that have gone before than they are of the solutions and the most effective strategies. "Clearly", they conclude, "the struggle to question, challenge and transform society cannot be carried out in the social studies classroom alone and teachers committed to such a task must identify themselves with other forms of social critique and social action: *Developments in Social Studies Teaching* challenges teachers to face up to the radical potential of social studies in schools while not losing sight of the problems. For those who want something more than the cookbook recipes of Banks, Jarolimek and Oliner this slim paperback is essential reading.

In and out of pocket

Anthony Locke on consumer education

Help! By Barbara Paterson.
Penguin £1.00. 14 047 088 3.

Managing Your Money. By Kenneth Richards.
Teach Yourself Books £1.50. 340 21257 8.

Educating the Consumer. By Alma Williams.
Longman £2.50. 582 36507 4.

Barbara Paterson says this is not a book to read right through; it is to keep around until you're stuck. I decided to put it to the test and looked up a number of recent difficulties. Not only was it helpful, but it also proved to be very readable as a whole. It is unlikely that anyone who chooses to read it through, but I came across a number of tips which may prove useful: "Fresh sweat is not offensive—indeed it can be positively sexy..." Some items are rather twee. I think it is unlikely I shall make something to put small things in by "gluing together large matchboxes and putting gold paper plus in the draw bit for handles."

The book is aimed at the teenager just starting out on his or her own. The sections on accommodation, food, cookery, medical and social skills will be useful, but insurance, mortgages, unemployment, social security benefits and taxation could have been covered in more detail—even if this meant leaving out the two pages on how to eat a fish.

Managing Your Money fills those gaps, but it is of specialist interest useful to A level accountancy and economics students and certainly to the teacher. However, with the rapidly changing economy of the country and with the attendant alterations in legislation, it is quickly going to be out of date—mortgage information has already been overtaken.

Alma Williams is an experienced campaigner for consumer organizations and it is this that may have caused her to give details of various bodies in the field in her first chapter. This helpful, though dull material could have been skipped to spend more time on the examples and suggestions for work in primary, secondary and adult education.

Much of the material, particularly the wide range of teaching materials shown, is relevant to schools. This includes examples of presenting questions in a worksheet, and of the analysis of advertisements. There might have been more consideration of the needs of the less able pupils.

Green and pleasant land

Colin Ward on environmental studies

How Cities are Saved. By Herbert H. Lottman.
Sheldon Press £7.50. 85969 107 1.

The Syntax of Cities. By Peter F. Smith.
Hutchinson £10.00. 09 127080 4.

Centrality and Cities. By James Lind.
Routledge £3.95. 7100 8445 5.

Man in Urban Environments. Edited by G. A. Harrison and J. B. Gibson.
Oxford University Press £7.50. 19 857140 2.

Understanding Towns. By David Stenhouse.
Wayland £4.50. 85340 440 2.

Planning and the Rural Environment. By Joan Davidson and Gerald Wilberley.
Pergamon Press £8.50. 08 020527 5. £4.75. 08 020526 7.

The fathers of the town planning movement in Britain (in it was a movement before it was a profession) were Ebenezer Howard and Patrick Geddes. Neither of them fitted into any academic category: Howard was a shorthand writer who devoted much of his leisure to perfecting a shorthand-writing machine and Geddes was a biologist. Both wanted planning to be a popular crusade rather than an academic industry or a branch of the bureaucracy, and it is interesting to speculate on how they would react to the latest crop of books on town and country planning issues.

Perhaps they would have warmed most to Mr Lottman's book, a comprehensive international survey of the physical problems of cities: they would certainly have been dismayed to learn that the issues and evils with which they strove are still with us. Geddes, over three quarters of a century ago, rehabilitated an Edinburgh tenement slum as housing for students, teachers, local residents and his own family, just to show how it could be done. He would have been amazed to find that there was anything unusual about the current efforts to bring back life to the ancient inner city of Bologna.

Among Mr Lottman's other examples is Le Grande Borne, a housing project south of Paris inhabited largely by Arab and Portuguese labourers. "One windowless building wall is covered with a mosaic portrait of Franz Kafka, the poet. Rimbaud stares fixedly from another." The architect of this publicly-provided low-rent housing believes in the mystery of the city, its complexity and irrationality, and remarks, "It's easy to say: What good is a Rimbaud or a Kafka in mosaic to a Portuguese worker who gets up at five in the morning to walk to the railroad station? Nothing of course, except that it isn't Rimbaud who deprives him of a bus service." But it does provoke us to ask what either of these particular culture-heroes would have said about Le Grande Borne.

Howard, of course, would have said that it should have been planned as a garden city with backyards for cultivation and jobs within walking distance, rather than as another dormitory suburb with poets mocking from the walls. Our second author Peter Smith, is exceptionally aware of the mystery, complexity and irrationality of the city. He understands why Patrick Geddes was so keen on city pageants and processions, celebrating these mysteries and elevating the spirit of the place, and he understands why with the best of intentions, we have whittled away the uniqueness of our own cities and yet payed money to gawp at tourists at the traditional cities of Southern Europe.

Dr Smith is an architect who has been deeply influenced by those neurological researches that separate the differing functions of the left and right hemispheres of the brain, and once you have got used to the way he employs the terminology, you find that his reliance on it strengthens rather than weakens his analysis of the visual and emotional impact of our urban surroundings. His text and its well-chosen photographs go a long way to explain why we are entranced by some urban environments and repelled by others.

The approach through the psychology of perception also enhances another book, the most closely argued of the bunch, James Bird's study of the idea of centrality. Professor Bird, like Patrick Geddes who gave us the word conurbation) has a weakness for neologisms, but his rich range of reference from many disciplines makes this a rewarding book, well worth the struggle. "Man projects his desired world", he explains, "with its framework organisation of centres and non-centres, on to the perceived world, and then organises the latter in an effort to gain the former which itself is government by the positive feedback of experience." For Professor Bird the idea of a spatial centre "has oscilated development beyond the idea of the uncentred city". Ebenezer Howard would have found much in this book to support his concept of the polynuclear "social city".

Another multi-disciplinary study of urbanism is *Man in Urban Environments*, a solid compendium by 20 distinguished authors commissioned by a Study Group of the Royal Society convened to review the field of human urban biology. It's another dense book but some of the chapters are absorbingly interesting—Professor Howe on medical geography, Professor Jean Gottmann on "urban geography and the human condition" and Professor Ruth Glass on "urban images" for example. She emphasizes that there is no separate urban universe we live in on urban civilization which, in many respects, makes nonsense of traditional distinctions between town and country. The consensus of the authors is however that, in the continuum which connects the metropolis with the countryside, there is a broad range of environmental variation.

Along in this collection, David Stenhouse's *Understanding Towns* is intended as a school book, a well-illustrated manual for town study in the secondary school. It concludes with a detailed study in one particular town, Rutcorn, designated as a New Town in 1964, under the legislation that resulted from Howard's pioneering of the garden city idea. There is ample material in this book to foster geographical, historical and visual study of the school's local environment.

Finally, there is a book on planning which studiously avoids human settlements, even rural ones. Joan Davidson, formerly a research worker for the National Parks Commission, and Gerald Wilberley, who is our most distinguished authority on rural land use, have combined to provide an authoritative guide to rural resource planning, the conflicting interests, current problems and future alternatives. Among the potential users of their book are students of the new A levels in environmental studies, while the ordinary reader seeking information will find it judicious and up to date. The authors are not optimistic: "The myth of an unchanging countryside has been largely destroyed by the pattern of recent events. The problem now is to dispel the apathy and the complacency which arises from a belief that the countryside will somehow still survive, and in ways not fundamentally different from its present form." In a postscript they castigate the further complacency of the government's Countryside Review Committee in masking the real choices.

It is now nearly 70 years since this country's first Town Planning Act was introduced by the reforming Liberal government of the first decade of the century. The founding fathers would be saddened rather than heartened by the weker of legislation since then which has achieved so little. They would have been grieved by the welter of problems we have left unsolved, by our failure to come to grips with the question of land values which underlies so many of these problems, and most of all by the low reputation in the public mind that "the planners" and the activity of planning have won for themselves.

Perhaps we need yet another book which will have at least the effect that Howard's *Garden Cities of Tomorrow* had at the turn of the century; a book which exposes the obsolescence of many of our conceptions of the city, and which reinterprets the ideas of the many-centred social city in its regional setting as a guiding idea for the future.

Rags to riches?

Geoffrey Wood

Economics in Action. By David Christie and Alex Scott.
Heinemann Educational £1.95. 435 84796 1.

Problems of Economic Policy. By Keith Hartley.
Allen and Unwin £2.95. 04 339009 9.

These books are a most useful team. That by Christie and Scott is a good predecessor to Hartley; the teacher could, fairly readily, bridge the gap. Christie and Scott, after a brief and sensible discussion of methodology, start with the concept of scarcity: that in turn leads to cost, cost to production, and production to consumption. Production and consumption are then brought together in the analysis of markets (including different market forms) and there is a clear explanation of the interaction of supply and demand. The final chapter of the book deals with various aspects of economic policy.

Each chapter demonstrates that economics is a subject to be applied to the real world, and the problems at the end of each chapter repeat that lesson. The book teaches microeconomics very well. Its very brief introduction to macroeconomics is, however, too bitty to be useful, and, based as it is on contrived examples from an imaginary country, is unlikely to arouse interest.

Curiously, in view of the book's generally questioning attitude, it is surprisingly uncritical about government policy. At one point, there is first a clear demonstration of the virtues of consumer sovereignty and free choice. It then quite correctly notes that restriction of freedom can on occasions be beneficial. The example is not, however, of a good with negative externalities; but rather of a government rationing period so as to restrict imports and correct a balance of payments deficit, which policy quite undoubtedly would produce unnecessary loss of welfare. Nevertheless, despite these qualifications, the book can be strongly recommended as a clear, simple, and analytical A level text.

Hartley's book is rather more advanced, and could be used, at the earliest, at the end of an A level course, and even then, it would require hard work. It can, however, be very strongly recommended at that level.

The coverage is wide. There is an opening section on why governments intervene in the economy; this section is humble for its discussion of how government can be motivated by self-interest, a point rarely made in a book so simple as this. Part two is on macroeconomic topics, and part three deals with microeconomics. There are good things in every chapter. Rather than listing a selection, it is better to say that the book is characterized by a realistic application of economic analysis to an understanding of facts, and the use of that analysis to show how people's wellbeing can be increased.

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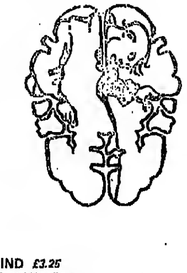

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Kith and kinship

Bernice Martin

Social Theory and the Family. By D. H. J. Morgan.
Routledge and Kegan Paul £6.00. 7100 8179 0. £2.95. 8180 4.

It would be all too easy to damn this worthy textbook with faint praise. D. H. J. Morgan had occasion to grapple with the sociology of the family through having to prepare a course of university lectures on a field in which he had no research experience. Many of us face this kind of task—and its resulting temptation to publish a cleared-up version of the lectures we have so painstakingly prepared from the classic and modern texts in the field. Quite often, as in this case, the end product is a clear and useful précis of the area with a well-balanced critical commentary. The volume is seldom exciting, however—a book one might read for instruction, much as our Victorian forebears read the duller bits of the Bible on Sunday afternoons. One feels that any teacher who uses Morgan's book as a basic text with his class will need to balance it with a few outrageous and provocative lectures—say on sexuality in modern film.

Part of the trouble is that one senses there is too little of Morgan himself in the book. It is all so careful, so moderate, so well-balanced, so anxious to find a good word for every perspective from functionalism to Marxoid ethnomethodology, so neat in its summaries, so detailed, even pernickity in its criticism. There is no architecture of argument, just a judicious bibliographic guide and a rather wooden attempt at synthesis in the end.

But this is too carping. The book has many virtues, especially as an adjunct to teaching in the early stages of a university course or at A level. For one thing it brings together a greater variety of family literature, than most short textbooks. Though there is no dearth of large handbooks on the family I know of nothing that can so economically guide a student through this range of material.

Morgan deals in turn with the best known functionalist approaches to the family, concentrating on Parsons, Goode and Bell and Vogel. This is the most tedious section of the book, perhaps because of the nature of some of the material itself. Studies of modern kinship—especially the hypothesis of a shift from extended to nuclear family with industrialization—and the post-war controversy about whether the family is "a modern success story" make up the rest of the first section.

The best part of the book is Morgan's outline and discussion of the theories of R. D. Laing, a prophet who, in my experience, more often rouses student enthusiasm via a word-of-mouth grapevine than by actual acquaintance with his irenic texts. It is useful to have a simple guide to the intricacies of the Laing oeuvre. Similarly, Morgan's review of the main Marxist/liberationist literature on women as a social class, while not exhaustive, is clear and competent—if somewhat diffident and apologetic through the embarrassment of being a man venturing into this minefield. The most superficial chapter is his treatment of the Frankfurt school, though even here his outline and critique of Marcuse is lucid.

In all, then, this is a useful textbook. The format of précis plus critical comment, while it is unimaginative, at least makes it easy for students to find their way about the basic literature. It has a full and well researched bibliography. In the end, however, one hopes that this book will be used only as a preliminary guide and not as a substitute for the primary sources. From Parsons to Laing and Marcuse these are capable of rousing a passionate response and provoking real thought in a way that short cuts somehow always miss.

Graphic groundwork

Catherine Basham

Statistics for Economists.
By Brinley Davies and John Foad.
Heinemann Educational Books £1.95. 435 84330 3.

There are still some practising economists who play about happily with their raw material of statistics, in a state of ignorance and even indifference as to its quality. If the only data valid for their purpose are not available they will even use a "surrogate variable", which is a fancy name for the wrong data, rather than forgo getting a mathematical "answer".

Fortunately, the need for all economists to have a thorough understanding of statistics is now generally recognized; this short introductory textbook rightly emphasizes, with examples as well as by exhortation, how important it is for economists to appreciate the limitations of any statistical data they are using as well as to be familiar with statistical techniques.

The basic techniques—tabulation, graphs, frequency distributions, averages and dispersion, correlation, index numbers, time series and sampling are well covered, although at times the strain of squeezing it all in to fewer than 90 pages shows. There are good questions to work at the end of each chapter, and a useful appendix listing the major sources of economic statistics. This would be an excellent textbook for A level economics students.

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Crossroads

Soft Energy Paths. By Amory B. Lovins
Penguin 95p. 14 02 2029 1.

This important book is bound to be widely read and quoted by proponents of the view that the world must mend its ways and turn towards the "small is beautiful" philosophy. Because of this, it is equally important to recognize that Lovins is arguing a case from what is something of an extreme viewpoint; in a nutshell, he sees the developed world now facing a choice between two energy "paths"—the hard road of technology, rising energy use and massive nuclear development, or the soft road of belt-tightening, self-reliance and alternative fuels.

Many of the points are well made. For example, the so-called "low quad scenario" of future United States energy use, which sees a future in which per capita energy use in the United States is reduced to half its present value, corresponds closely to the present per capita energy usage in Western Europe, and to the United States situation in 1960. To readers in Western Europe in particular, such arguments seem persuasively to suggest that what is now called "low" energy use is hardly incompatible with a civilized existence. But there is often more to such arguments than Lovins indicates.

The biggest single flaw in the book is its inadequate—indeed, almost non-existent—discussion of agriculture. One reason why the United States has such a high per capita use of energy compared with Western Europe is that so much energy is used in agriculture, providing food exports which less energy hungry countries are eager to buy. As such an example indicates, there is really no evidence that a clearcut choice between hard and soft energy paths is now either essential or desirable; scope remains for advancement in the middle ground.

However, by stimulating debate this book may hasten such advancement, and is therefore to be welcomed. It certainly provides good material for use in schools, especially if viewed with a critical eye.

John Gribbin

Overkill?

Howard Rush

Pesticides: Boon or Bane? By M. B. Green.
Paul Elek £2.95. 236 40020 7.

In aiming to help the reader form a balanced opinion on the use of pesticides, M. B. Green develops an easily understandable description of cost-benefit analysis and, because of this, his book provides a useful teaching tool. Unfortunately the superficial nature of some of the arguments presented, acknowledged by the author, and imposed by the book's length, causes his analysis to deviate from its intended objectivity much earlier than one would have hoped (not surprising, perhaps, given the author is employed in ICI's Research Department). This is to some extent due to the implicit assumption that the modern methods and structure of agricultural production are the most appropriate way of feeding a growing population.

To his credit Dr Green presents the viewpoints of manufacturers, farmers, food processors and consumers, providing a list of questions that each group must answer in evaluating costs and benefits of pesticide use. However, by drawing clear divisions between each viewpoint, the book oversimplifies the subtle difference between groups which determine the use and abuse of pesticides—is it the farmers' desire for increased output, the chemical companies sales requirements to cover R and D costs, food processor's advertising or consumers' insistence on quality which is the most dominant influence?

Although recommendations for further reading are supplied, many references to the statistics and studies on which the author's arguments depend have not been provided. A number of these statistics as well as the more general statements deserve closer scrutiny (for example, Green argues that starvation in Third World metropolises stems from inefficient distribution networks rather than sheer inability to pay). As a result of this and similar judgments, the book's value for college and university courses is limited.

High tab[le]

Seamus Hegarty

Mathematical Statistical Tables for the So[cial Sciences]. Compiled by Z. H. Ka[...] Y. Yannonlis.
Longman 95p. 582 [...]

People who use statistical tables tend [t]o the [...] them for granted. Tables, tables. The numerical [...] Kolmogorov-Smirnov [...] example, are not [...] terribly exciting.

One cannot deny, [ho]w[ever], some tables are better [...] They vary in the ext[ent of] coverage, in their suitab[ility for par]ticular users, in their presentation and ease [of use. No] single table will be sat[isfactory for] everybody.

The set of tables [...] is aimed at social sc[ientists and] seems intended to [...] between elaborate coll[ections for] statisticians on the [...] Biometrika tables and [...] assortments found at [the end of] textbooks. So, in the [...] section, we find [...] uncommon material su[ch as] Poisson distribution, [...] levels for multiple [...] coefficients, and a [...] nonparametric tests (thoug[h not] on rank correlation). Al[so] statistical tables there [...] matical and financial se[...] latter, in particular, [...] of spurious comprehens[iveness] consists of five tables [...] compound interest calcu[lations] it is not clear, however, [...] who use discounting table[s would] be interested in analysis [...] or random digits, and vice [...]

That apart, the collecti[on is to] be welcomed. There [...] such as orthogonal polyn[omials...] no endeavour of this [...] please everybody. The [...] notes are models of succ[inct] clarity and help to mak[e ...] accessible to users who [...] wise be uncertain abou[t ...]

Gee-whizz[...]

Future Facts. By Stephe[n Rosen].
Heinemann £4.90. 434 64[...]

Stephen Rosen is a memb[er of the] optimistic school of th[e] future studies, as his an[...] such publications as *New* [...] indicate. His collection [of *Future*] *Facts* presents in more [...] pages almost as many su[...] the possible technological [...] we may experience before [the year] 2000, ranging from medical [...] ments through new sources [of energy] and improvements in crop [...] weather control and such [...] automated television sc[...] tenpin bowlers.

The overall tone tend[s to be] breathless and uncritical, [...] although the book is fair[ly well] indexed, the shortage of re[ferences] to the original sources of [...] tion removes its one possib[le value] for use as a teaching aid[...] if you have money to s[pend on] such gee-whizzery, more [...] and classroom stimulation [...] come from something like [...] Corliss's *Handbook of* [...] *Natural Phenomena* [...] Project, Maryland, 19[...]

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To everything a season

Peter North looks at the way we present the world to children

Focus on drivers and driving. By Les Ercles and Don Swain. 17 438156 5. **Something to do.** By Humphrey M. Hobinson. 438158 1. **Some People are Different.** By Paul Mathias. 438159 X. **Someone to turn to.** By David Arthur. 438157 3.
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Longman Enquiries. 75p each.
A Time to Die. By Katharine Milne.
Wayland £2.95. 85340 228 0.

There is an hoary old tale, now part of the mythology of social science, about an unwanted child who was imprisoned shortly after birth in a chicken run. When discovered some years later, so the story goes, he could only cluck and flap his arms like a hen. True or not, it is an instructive tale. Let those beware who determine the cognitive diet of the young lest they grow to know a world that only exists in other men's (or chickens') minds.

What kind of world is it that we present to children in schools? Does it resemble the world that they see outside the playground walls or is it a world constructed with the minimal diversity of Lego blocks? Is it a world which allocates to them a convenient place among pre-formed categories, unchanging and ever-fixed? Or is it a world of our own making which gains reality from our working on it and in it?

Social studies books fall roughly into two types: those that package the world ready to be handed over to the pupil as though it were an object like any other; and those (all too few) that see the world as something each individual must go out to find.

In general the In Focus books occupy the former category. *Focus on drivers and driving* presents the unproblematic world of the motor vehicle. There are types of road, types of car, types of traffic sign, and types of motorist: a variation on the "I Spy" book which kept my son happy as we trundled up and down the motorways during the summer holiday. In a similar vein, *Someone to turn to* gives us the "Facts about Alcohol" and "Suicide ... the facts", and it is unfortunate that the book has not kept to the theme of its title. A topic book which looked thoroughly at those who do help would have been a valued alternative to the usual "drinks, drugs and dropouts" type of book. Mr Arthur has produced a book which is neither one thing nor the other.

At least Paul Mathias is prepared to admit that "some people are different" though his might have been a different book if he had accepted that some people merely seem different, shifting the responsibility for judging normality from the definer to the defined. His is probably the most thoughtful of the In Focus titles, giving a fairly sympathetic account of certain kinds of "difference": vagabondage, drug addiction and nomadism. There is still, however, a tendency to apply the outsider's definitions rather than a view from within. Gipsy life, while avoiding the over-romantic image of the Romanies of yore, is portrayed as implicitly abnormal, a "hell on earth". Humphrey M. Dabinson's *Something to do*, on the other hand, is a cross between a British Tourist Board brochure and the *Why don't* [...] *pan* series on television and is a book for which I could find positively no use in the classroom.

Leisure, in the Longman Social Science Studies series, is a much more meaty book giving a solid, if traditional, run-down of the sociologists' view of the subject. It draws heavily on sociological research on changing patterns of leisure and on the problems of relating ideas of leisure and work. Its tone is slightly coloured by a late sixties view of "the leisured society", with increased affluence and shorter working hours creating more opportunities. In view of what "leisure" often means today—standing in the queue at the employment exchange—this is slightly incongruous. The section on "the leisure industries" has the effect of making Rank and EMI sound like public benefactors: a more trenchant view of "leisure capitalism" might not have been out of place. The world-view of leisure as a universal good is one that has always puzzled me: it seems better for some than for others.

Crime and Punishment, in the same series, is another useful book, again in a fairly well covered area. It is a gently critical view of how we understand crime, an attempt to re-package knowledge. Crime, it says, is not something we can take for granted, an obvious "social fact". We must look at crime statistics, explanations of deviant behaviour and ideas of punishment carefully in order to learn the real truth. This is thus an improvement on the standard "law and order" text, but it might have been more ambitious. Considering the abundance of sociological work in this area over the last decade, Robert Roshier could have provided more help in understanding how deviance is produced through normal social processes. In particular, the role of the media is neglected.

The insights of the labelling theorists and the interactional sociologists might also have been relevant to Margaret Leafe's book on consumer protection, *Shopping Around*. Like so much in commerce education, it gives the impression that the world is fixed by a host of immutable laws governing credit cards, bank overdrafts, shoppers' rights and the price of hamburgers, whereas the world of commerce is open to interpretation and manipulation like anything else. The sections of this book on "Obtaining Satisfaction" are useful but they contain only a fraction of the techniques that can be employed by consumers to protect their rights. Writing polite letters and visiting the consumer protection agencies may not always be the best way.

A friend of mine has a very effective technique: he locates the home addresses of the managing directors of some of our largest companies, to whom he puts his complaint personally, often by telephone. It works.

You and Your Money, by Elizabeth Gundrey, similarly inhabits a world in which ordinary mortals are dependent on "correct procedures" and on officialdom. She recognizes, for example, that the 1975 Housing Act is far from perfect and that working women earn substantially less than men. The solutions are seen in terms of "getting the government to improve the laws". Where would women and the homeless be today if they had just waited for governments to decide to do things for them?

So must schoolbooks by their very nature present such a pre-packed view of the world? John Hanson's series, "Enquiries", suggests that there is an alternative. *Communication* presents an informed and well-structured survey of the nature of communicating. Through the use of extracts, illustrations and the minimum of textual material Hanson manages to pose a range of questions about the way people communicate and what communication is for. Those teachers lucky enough to have seen the Thames Television *Viewpoint* series will probably feel that *Communication* could have gone a little farther. It does not, for example, make explicit its own role as a communicator, despite its well conceived, and slightly satirical, cover illustration.

Learning is also likely to make children think carefully about what their own learning involves. As well as some useful exercises to test our learning, and some recipes to help us improve it, the book also presents some useful alternative models against which to set our own ideas. *Pollution and Conservation*, though in many ways a useful book, does not provide quite the same stimulus as the others in the series. In many ways it is just another book on a topic which is already well covered at this level. Like so many others it is built around the view that technological progress is inherently evil. At no point does it really seek to assess this view of progress, nor does it adequately confront the alternatives.

A number of sociologists have shown how, even at the final hour, the world of the dying is culturally determined. Katharine Milne's book, *A Time to Die*, is therefore a useful study. In the first part the reader is taken through a series of brief scenarios based on the way a family responds to the father's death. The writing is concise and the story unfolds with understanding. It would, I feel, cause many young people to stop and consider what death might mean. The remainder of the book is a pot-pourri, lacking the coherence of the earlier section and therefore less effective. Many of the issues are skimped. This is, however, a book which will start children thinking. Which is, I suppose, the first step in getting out of the chicken run.

Between two worlds

Rachael Evans

British Social Services. By F. J. Wright and F. Randall.
Macdonald and Evans £2.25. 7121 0253 1.

British Social Services is a halfway house between a useful study guide and an indigestible crammer for desperate examinees: useful for an historical perspective, but frustrating in its inevitable outdatedness and its potted comments.

It is divided into two sections, roughly pre-and post-war. The five chapters for historical development, income maintenance, health, housing, children's services and education are somewhat clumsily repeated in the post-war welfare state section with personal services and social work tacked on, which becomes confusingly repetitious. Descriptive diagrams and illustrations could have taken the heaviness out of the book, and so made it more useful as a study guide. The claim on the back cover that these handbooks are designed to avoid private note-taking and so "save time" is somewhat misconceived as it is against the practice of much current training, and often produces a too legalistic approach.

Even so, the bibliography is useful, especially the exhortation to read journals widely. The notes on examination technique and revision questions are good, too, but not unique—and I wonder how many lecturers have made use of the invitation to make comments and criticisms, if, indeed, they dare use the book?

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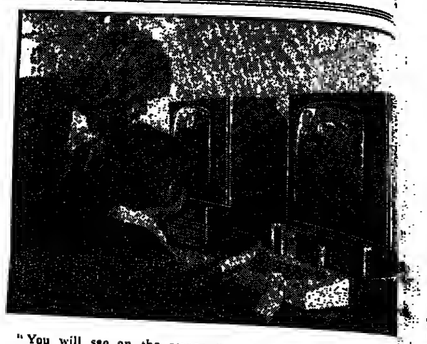

"I suppose you could call this the front end of a computer system," said Alan Carter, a teacher in Prince William School, Oundle, pointing to four television sets, "but the good thing about this device is that it doesn't need a computer at all."

The secondhand televisions which have been bought for £5 a set, are being used for audio-visual remedial teaching and they form part of a system, devised by John Sandarson, a computer specialist.

"At the moment we're just trying out some basic programmes to see how these work," said Tim Ensor, remedial teacher at the school. "We're using the televisions for simple audio-visual exercises which demand the minimum of reading and writing skills. All the instructions are spoken and the pupil can press a button on the keyboard to indicate his answers.

So far the system can only provide individual tuition for four pupils, but the number of "pupil places" available is soon to be increased to 16. Each pupil place consists of a television set linked to a stereo tape deck and keyboard. The teacher prepares his material by typing on the keyboard; the typed characters appear on the television screen.

When he is satisfied with the frame, he transfers the information on to an audiocassette tape which can be used on a standard domestic tape deck. A marker scans the screen when the information is being recorded so the teacher can stop and start the recording from the keyboard.

He is thus able to fit his voice-over onto the second track of the tape at the same time as the visual information is being recorded so that the sound-track is synchronized with the screen. In this way materials for the programmes can be stored in a compact form and they can be edited to suit individual teacher needs.

"My programmes are based on a straightforward multiple choice principle", said Tim Ensor. "The pupils' responses can either be recorded and then checked with the teacher or written down and checked by the pupil himself with the help of an answer book. Recently, I have been working on some trial programmes based on spelling mistakes that have often been made by my pupils."

He switched on one of the televisions and the following instructions came up on the screen, together with a spoken commentary which accompanied the written words:

"You will see on the screen a number of sentences which need completing. Study each sentence, then choose the right word. Press the number of the word which you think is correct. Press button A to carry on."

An example was given to show how these instructions should be carried out and then the following exercises appeared on the screen :

A.—"I wish I had a bag of: 1, Crisps; 2, Crust; 3, Crest.
B.—Tom can: 1, Grump; 2, Stump; 3, Jump . . . up the step."

This type of exercise, with slight variations, was continued for the rest of the programme.

"The pupil can work at his own speed and start/stop from the keyboard", said Tim Ensor, "so those who are able to can work through the whole programme quite quickly; it shouldn't take more than about half an hour to complete."

As well as writing the answers on paper, the pupils' responses can be made by typing answers on the keyboard which then appear on the screen; these can be recorded on a single track tape recorder. Responses recorded in this way can be played back on to the screen for visual inspection by the teacher; they can also be recorded in a form which can be marked by a computer.

Prince William School is hoping to use their Elliott 903 computer for this purpose so that their teachers are spared the drudgery of marking and they can spend more time on analysing the particular learning problems of each pupil.

Without the aid of a computer, the system itself can mark simple responses, for example: true/false, yes/no. The processing is done by a central control unit which handles four pupil places simultaneously. Its function is to take in information from the keyboard or tape recorder and put it up on the screen or to take information from the screen and transfer it to the tape recorder.

It can handle four different programmes simultaneously and has the capacity to take in four different sets of binary responses. An interesting feature of this system is that the televisions can reproduce upper and lower case letters which are particularly necessary for remedial English work.

"Without a computer the whole system is quite cheap to set up," said Alan Carter, head of the maths department, who is responsible for establishing the system at Prince William School. "The control unit costs £500, the stereo tape deck £55, a single-track one £20; secondhand televisions we got for about £5 and the keyboards cost £5.

"The keyboards are quite easy to make. Ours have been designed and built by a sixth-form pupil at the school. Some of our keyboards have got the same layout as a typewriter but others are in alphabetical order to help students who have problems with sequencing.

"The only advantage of having the system with a computer is that 'programmed' programmes can be introduced so that students can be directed to a supplementary section of exercises if they make a particular type of mistake. It may also have an important role to play in future developments.

"We hope to make a number of additions to the system quite soon. We are planning to incorporate a graphics unit so that diagrams can be shown on the screen and we hope to expand the control unit to include a complete microprocessor, with a keyboard, screen and tape recorder becoming the input/output units for the computing facility, enabling groups of pupils to undertake data processing for computer studies. It would also give us the capacity to undertake more sophisticated teaching programmes".

In order to build up a comprehensive library of tapes, Prince William School is combining with five other schools in the area which will also be equipped with similar systems so that they can work together to produce a wide variety of programmes, particularly in subjects such as remedial English, maths and languages.

John Sandarson has already interested several other local authorities in his system. "The whole point of this method is that it can be used by teachers of any subject and it can be adapted to suit their needs. It doesn't need a computer expert to work the machines, anyone can learn how to use them. I'm hoping that other teachers will visit Prince William School to see how the whole thing works and then set up their own system with other schools in their area."

How to settle a copyright dispute

The Council for Educational Technology is to produce a booklet of advice on how to settle disputes over the copyright of videotaped or film productions made by educational institutions. Confusion over copyright, says the council, means that valuable productions are often not distributed.

Geoffrey Crab, the council's copyright expert and author of the booklet, said that educational institutions often do not have any formal arrangements with academics and teachers who have produced scripts or given videotaped lectures. When an application is made by another institution to use the material they, therefore, fail to comply because it is too late to sort out the copyright problems.

Academics, said Mr Crab, often assume that they own copyright whereas their rights are in fact rather shaky. If the videorecording is made in the course of their duties, legally they may have no claim at all. However, in many cases academics deserve some sort of remuneration for work done.

The booklet will contain advice and models of the sort of agreements that can be made. "It doesn't matter what sort of agreements institutions come to with their staff", said Mr Crab, "as long as they have some sort of formal arrangements."

The booklet, which is seen as part of CET's more general work to ease the distribution of resource materials, will probably be published early next year.

Model materials

Cellcraft is a new type of plastic foam for modelling and sculpture. The makers say that it can be cut or shaped with almost any kind of tool, it is very strong and will not burn.

Several grades are available, from grade 1, described as near perfect sheet and block for high standard construction work, to grade III, a package of random offcuts of the other two grades. A trial pack containing sections of all three grades costs £3.75 including delivery. *Leslie Goodwin and Associates Ltd., 13 St George's Road, Cheltenham Spa, Gloucestershire.*

A new board game for careers lessons for the less able is an adaptation of Snakes and Ladders. *The game is in pamphlet form with teachers' notes. Obtainable from the Institute of Careers Officers, 37a High Street, Stourbridge, Worcs, price 40p.*

EXTRA

Mathematics—work in progress

Basis for discussion

J. V. Armitage introduces the first three books to be produced by the Schools Council Project: The Mathematics Curriculum (11-16)—A Critical Review

This autumn sees the publication of the first three books to be produced by the Schools Council Project: *The Mathematics Curriculum (11 to 16)—A Critical Review*. They will be published by Blackie under the series title *The Mathematics Curriculum*.

This project was initiated by the mathematics committee of the Schools Council as a result of letters received from teachers asking for guidance on the vast amount of new maths literature which was produced for schools during the 1960s. The project was set up in 1973 and was based on the Shell Centre for Mathematical Education at Nottingham University.

It was felt that teachers would welcome these books as a basis for constructive and critical discussion of the content of the school maths curriculum. Moreover, while the choice of syllabus, books, materials, methods and presentation belonged properly to the teacher, the range of choices was so extensive as to make well informed decisions, consistent with professional integrity, well nigh impossible; so that any advice implicit in these books, far from detracting from the teachers' role, would rather establish it.

It is clearly undesirable that teachers either become committed to a package depending on one series of texts or choose to follow only the more familiar syllabuses, with corresponding losses of one kind or another; but to select material from a variety of sources becomes a difficult matter requiring wide horizons and good judgment.

The fundamental aim of the project, therefore, was to help teachers to perfom their own critical appraisal of existing maths syllabuses.

Such an aim is still inadequate. It was never intended to provide only a review of mathematical literature and apparatus, for an exercise of that kind would be obsolescent before the material could be published. Instead, the project was conceived as a contribution to in-service training. It is hoped that these books will be of use both in initial training and in post-experience work, especially that undertaken in small groups, and that they will be helpful private reading.

Although the project was not intended to be an exercise in curriculum development, it was almost inevitable and certainly desirable

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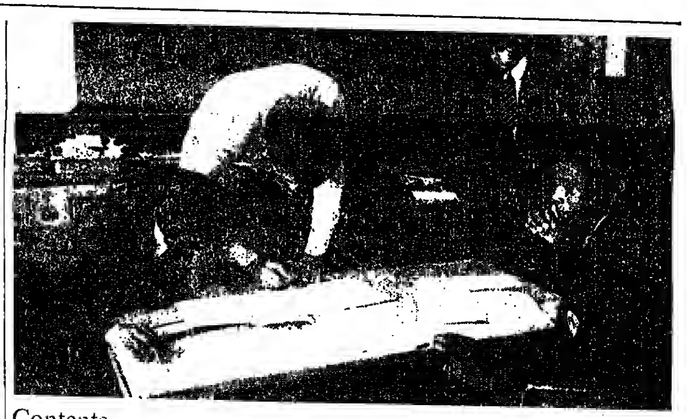

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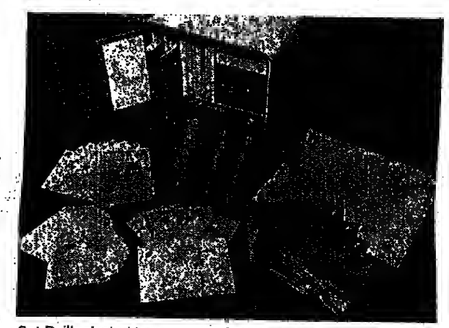

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Optimism goes into action

Following his article in the TES March Mathematics Extra, "Courses for all—dream or reality", Kenneth Lickley describes the scheme at Kingsthorpe Upper School, Northampton

We must not lose sight of the crucial need to teach maths as much more than a body of useful skills—though that is a part of its nature. Maths can and must contribute to the development of the student as a mature, thinking human being.

The need is to design courses to use teaching methods and class groupings, which allow the teaching of maths to all our pupils as exciting and involving as well as useful.

We must break through the slogan barrier, the useful heap of over-used catch phrases growing daily higher and more impenetrable, and begin to think clearly again about what we want to teach, why, and how we want to teach it. We want to teach maths not "traditional" maths or "modern" maths. We want to teach it as a collection of useful skills and ideas, surely, but also as a process, a set of attitudes to, and strategies for, problem solving generally, and as an enjoyable, intriguing, challenging exercise. And it can be done.

In presenting a very brief description of the Kingsthorpe scheme I am not making any claim to be presenting the solution, but the outline of one scheme which we believe is working well.

Some ideas I see as axiomatic. One is the need for a spirit of involvement and cooperation, of shared experiences and goals, in the group of teachers.

Such cooperation seems to imply complexities in organisation which can seem off-putting. But the problems are well worth overcoming.

We prepare or amend work-units in timetabled planning meetings, one for each year group (we are a 13 to 18 upper school, including the Sixth Form. Each such meeting is under the general direction of the relevant year coordinator, who works with his eye on a rather rigid, previously agreed, year plan.

This plan divides the year into five week blocks, interspersed with weeks for revision and assessment. Each five week block comprises four weeks for the teaching of two topics in a "rotary" pattern—A B, A, B—and one for so called "laboratory" work.

Part one of each topic is prefaced by a key lesson—sometimes for groups of classes in the lecture theatre, sometimes for the individual classes in their own rooms—expository to a degree, but also intriguing and challenging.

Preparation of these lessons has been, and is, an exciting part of the teachers' work allowing them to develop and use the pedagogic art (or is it science?), teaching groups of students, whether by chalk-and-talk, video film, slides and tapes, or OHP.

By the time students begin the second part of a topic, work on the first part has been carefully assessed, allowing conclusions to be drawn about the way forward for individual students. "Restarts" are available where appropriate.

Team involvement does extend into the sixth-form, where we have devised a scheme allowing all teachers with the relevant skills and interests to teach sixth-form groups on a topic basis. The sixth-form coordinator sees such groups regularly to ensure that the students themselves appreciate the continuity we plan, as well as ensuring logical continuity, uniformity of notation and approach and so on, in lessons and in the course notes we provide.

The school's block-timetabling of undifferentiated half-year groups allow us to arrange students into what I suppose, should be called three bands, though the narrowness of the two extreme bands leaves us thinking of ourselves as teaching mixed-ability classes in our so-called "middle groups".

The planning system, and much of what follows, relates to our teaching of these middle groups. Space does not allow me to discuss the work of our "top" groups or our "remedial" groups in more detail. I would just say that we are not ashamed at aiming for excellence in the groups of able students, in the creation of a group of "mathematicians" to proceed to sixth-form work, and so on—though our system closes no doors on others—nor of the fact that our "remedial" courses are very "mathematical", using basic course material whenever possible, and keeping open the possibility of examination entry, which is exactly what many students demand, incidentally, and take advantage of.

Each half-year group, then, is divided, after an initial period in completely mixed-ability classes, into one "top", five or six undifferentiated "middle" and one small "remedial" classes. This arrangement continues right through to the completion of the basic CSE course, sometime after Christmas in the fifth-year, at which time students are re-grouped into "sets" for revision—when the needs of different students are so different — and for, in the case of more able students in the middle groups, a push toward O level as "double entries".

We have attempted to solve the problems of teaching effectively the mixed-ability middle groups not by an individualized approach, with all the extra problems that implies, but on a topic basis: firstly, by the nature of the key lesson, by the "rotary" pattern and by the common experience of "laboratory" work; and secondly, by the presentation of each weekly section of work in a carefully structured booklet of white and coloured pages.

White pages contain basic ideas and techniques, considered essential for all pupils, while coloured pages present extension work of a variety of sorts—always conscientiously presented as attractively as possible. Different levels of skill and understanding are required in these coloured pages, allowing the booklet to be individualized by "directed choice".

Being able to progress into these coloured pages is intended to provide reward for hard work. It does do so. The use of colour does, however, allow those unable on a particular topic to do more than complete white pages, the satisfaction of having completed a task nonetheless.

Will this small child's interest and evident satisfaction in learning compare the weights of different objects be held and stimulated through the many maths lessons to come before he leaves school?

Such a system also allows continuous close monitoring of the work-level of individuals and the possibility of making great demands on, and having high expectations of, him or her, as well as providing additional ideas and techniques to keep the O level door open.

What we have tried for is a system which demands hard work from students, is flexible enough to cater, first, for the differing needs of different students, and second for the variety of needs of the individual student to promote efficient learning—from open-ended investigation to routine technical practice, for example. At the same time we are all the time looking to present work, confidently, as enjoyable. The structure of the units, the modes of presentation, take it for granted that maths is to be enjoyed.

The same is true of units presented to students during "laboratory" weeks. The difference between these units and the basic course units is, I suppose, one of emphasis as much as anything more radical. "Laboratory" weeks are a crucial element in our campaign to change students' attitudes to the subject—the investigative, the absorbing, the puzzling problem, mathematical games and diversions all have a part to play, as well as concrete experience of spatial concepts, practical applications of learned techniques, collection and analysis of data, and so on. Here, too, high standards are set, one unit being completed in the week and assessed and marked for CSE and/or O level.

This assessment of laboratory work is a vital common element in our CSE O level Mode 3 Scheme. Many of these axioms of mine is that there does exist a compelling need for a rational all-through exam structure—though not in maths at any rate, an all-through exam. Our attempt at it works, or will work, like this:

	Up to Grade 3 CSE	CSE	"O" level
Paper 1 (1½ hours)	55	55	—
Paper 2 (1½ hours)	55	55	—
Paper 3 (1½ hours)	—	30	60
Paper 4 (2½ hours)	—	—	100
Assessment of laboratory work	40	40	40
Possible total	150	200	200

I say "will work" because though the scheme is now complete, and the CSE scheme was used this summer Paper 3 has been accepted by the AEB as part of the O level scheme for first exam next summer.

I am intent on ensuring, and establishing once for all in the minds of those who matter, the equivalence of our CSE Grade 1 with O level Grade C, and of establishing Grade 3 CSE as a valid and useful certificate of competence in, and understanding of, basic ideas and skills. I believe in exam and I am content to measure our success ultimately by the results of our students.

And does it all work? Well: we enter great numbers for exams and are pleased with the results. Some of the work presented after coloured pages or on laboratory units is extremely pleasing and speaks of a lot of effort and involvement. A statistical investigation by the sixth form confirmed our belief that most students may have a very constructive attitude to our subject. The teachers are enjoying themselves; the head is pleased!

These are certainly true, but the one fact that convinces me in my optimism, in the belief that our system is one way of translating that optimism into action, is that I enjoy walking around my block when students are working in it. It feels right!

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that a review of existing syllabuses should lead to a consideration of the possibility of a synthesis between "modern" and "traditional". We have tried to identify the important ideas and skills which should be represented at school and to show how so-called modern and traditional topics are related.

We hope that one of the lessons which emerges from these books is that the two can be integrated in a unified presentation of maths and its applications. Perhaps the current numeracy debate will lead to syllabus revision. If so, it must be informed by sound mathematical and pedagogical considerations, to which end these books are devoted.

In order to focus as wide a range of experience as possible on this task, planning teams were established, each under the chairmanship of an editorial fellow and comprising representatives from universities, polytechnics, colleges of education, schools, the inspectorate and the advisory services. The material they produce was referred to working groups of teachers across the country.

The groups were invited to make original contributions as well as to comment on planning material. All the material thus made available was then referred once more to the original planning team who now assumed responsibility for advising the Editorial fellow on the final write-up. The first three books in the series are *Geometry, From Graphs to Calculus* and *Mathematics Across the Curriculum*.

Geometry: With the arrival of so-called modern maths in secondary schools the subject of geometry has often been badly treated by the new texts and courses for 11 to 16-year-olds. One of the purposes of this book is to reinstate geometry as a subject of interest for all pupils in this age range; it has much to offer to every pupil, from the appreciation of formal deduction and proof for the most able to perspective drawing and the concepts of three dimensional space for the less able (and for others too!).

In particular, the author sets out to show that the introduction of modern transformation geometry does not exclude the teaching of some of the more traditional Euclidean type proofs, and indicates some of the points of contact between the two areas.

From Graphs to Calculus: It may seem strange that a book which includes the word "calculus" in its title should appear in a series written about the maths curriculum for this age group. However, although the beginnings of formal calculus are the end-point of this book, the authors believe that the stages leading up to this are important for every child and ideas such as measurement of area and the concept of a limit should be encountered by every pupil whether or not he goes on to use these in differentiation and integration.

One of the more important messages of this book is that every school leaver should be able to understand the information contained in some of the more simple forms of graphs.

Mathematics Across the Curriculum is concerned with the relationship between maths and other school disciplines. One of the principles underlying reform of the maths curriculum is that school maths should reflect genuine applications of maths in the natural and the social sciences. Indeed, the harmony between maths and the natural world is one of the strongest aesthetic attractions of the subject. Just as its range of applications is one of the strongest arguments for including it in the curriculum.

It is, therefore, disturbing that one of the most persistent criticisms (whether well-founded or not) of new syllabuses should come from teachers of other disciplines, who claim that the content is no longer immediately relevant to their needs.

This book seeks to review the range of applications of school maths across the curriculum and to be of service both to teachers of those subjects and to maths teachers who can only gain by seeking to demonstrate the power of their subject in its manifold applications.

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Process of change

By Ray W. Russell

Our mathematics department has been involved for two years now in a move towards mainly individualised learning methods for its mixed ability classes. It is hoped that this description of the process of change will help others contemplating similar moves.

The school is in a socially and economically deprived area set in the context of a selective authority. Our intake ranges from students who have narrowly missed selection to those who enter with a reading age of about seven years. The mean falls nearer the bottom end than the top.

Learning is in mixed ability groupings throughout the school. The school's remedial department follows a policy of withdrawal for reading only but does not withdraw from mathematics.

On arrival at the school I determined that we should move to a situation in which, for most of their time, the students would proceed at their own pace on work designed to be followed individually. Thus there might be a whole class of students each progressing along different lines or being at different stages along the same line.

This would be the opposite of the mainly didactic whole class approach being used at present and would require the teacher to be a facilitator of student-centred progress rather than mainly an informer. During the time (about 25 per cent of the total) when the students were not working on individual tasks they would be working as a class on investigatory type problems designed to encourage a problem-solving approach. Problems in making the move I saw as being:

(1) The tremendous increase in work load for the staff—for example the production of work cards and investigatory sheets—both before and during the innovation.

(2) Staff uncertainty stemming from having to adopt a new classroom approach and from doubt of its validity—resulting, perhaps, in acceptance of the latter but not the spirit of the new materials and approach.

(3) Obtaining parental awareness, acceptance and support of the innovation.

(4) Dealing satisfactorily with all levels of ability.

I was also aware of the Schools Council's attitude toward innovation which has progressively illustrated over recent years that it is simply not enough to issue directives or to provide banks of teaching materials but that one must also encourage among the staff of a department a kind of climate of innovation—the commitment to produce one's own materials and to become fully immersed in terms of understanding the philosophy and methodology of the proposed change—if the innovation is to become established.

At the planning stage the department was typical of many similar schools, containing two specialists and three non-specialists, and with one exception they displayed initial hostility to the suggested move. Our course was to be based on one of the commercially available individualised sets of cards as it was felt necessary to give the staff something to be certain of in the initial stages and to give a base to move from.

It was important at this point that two of the staff were able to spend a week on a course discussing the problems of working with cards in the mixed ability classroom. This was valuable—apart from the practical advice that the department got out of it—in the sense that it contributed to building up a serious approach to the move, as did regular and frequent departmental meetings.

Cards and necessary materials were ordered or, in many cases, made if they were not available and the problem of solving investigations were produced. So that students could take many of the minor actions like collecting equipment or materials themselves and to deal with problems at the conceptual level, all the materials needed to be readily available, in labelled cupboards and containers, to be fetched and used as required.

The term got under way and problems soon arose. Several staff found not cope with their new role in the classroom—the continual pressure of marking, of directing students to, say, the quadrilateral board or simply helping with reading seemed to leave little time for actually teaching, as one teacher put it. While I took the line that pressure would ease as the students became more used to this way of working and in taking more responsibility themselves, this was long-term and short-term help was needed.

Extra classroom assistance was sought, and found from two sources, both on a part-time basis. The first was a college of education which sent about eight mature students (for one day a week on at least a half-termly basis) who worked in the classroom, supplementing the normal teacher, adding to his effectiveness and reducing pressures. The students gained from this arrangement the opportunity to get to know children and observe problems without having to be in charge themselves.

This arrangement also brought a college tutor regularly into school who added to the work force and later contributed to helping preparation for in-school training by producing a video film of our classroom approach which, in turn, they use for their own training purposes.

Our second source of assistance was from several local adults who helped weekly with the students' reading problems or with resource reproduction work for the department. As well as assistance in the classrooms, these steps also helped to disseminate outside the school what we were attempting, as did an open evening which allowed parents to try out and question the new approach.

One of our major problems was that of pupils whose low reading age prevented them from coping with work cards, although they might manage the mathematical concepts involved. We eventually minimized this by using four "talking page" machines—already used by the school's remedial department—to record to the students school modifications of the standard cards. The remedial department gives additional help by providing a member of staff to work between several maths groups for a small amount of time each week.

We soon realized, too, that we had to produce more suitable materials for those students with very low mathematical conceptual ages. Some materials have been produced but progress is slow due entirely to lack of time and yet I feel that going through the process of extension and indeed replacement is vital in building up the team strength to survive the regular obstacles, such as change of personnel, that beset much of our work in school.

Our l.e.a. has given us encouragement in a variety of ways. Visits and support from the authority's maths adviser, for example, has continually helped to discourage doubts. In trying to facilitate the production of our own work the l.e.a. has helped by buying in sample packs from other maths projects to help stimulate our own ideas.

But is this enough? After two years with a committed staff I am not convinced that we are extending and renewing the work at a satisfactory pace.

Where do we look for assistance in enabling staff to adequately continue this process of change themselves? The answer, I feel, could probably be again to the l.e.a. via the teachers' centres and the subject advisers. It is most unlikely that a school is making an innovation that is not being paralleled by another local school.

The l.e.a.s could play the part of organizing inter-school card writing and criticism meetings—possibly partly in school time—making sure that all branches of expertise (remedial, subject specialist and technician) are readily available. Schools would contribute their own expertise and draw upon others'. The Nuffield Resources for Learning project is showing how successful this type of back-up can be.

More positive l.e.a involvement might add much to those innovations that are basically successful, and might play a significant part in preventing many from coming to a premature end.

Ray W. Russell is Head of the Mathematics Department at the J. H. Whitley School, Halifax.

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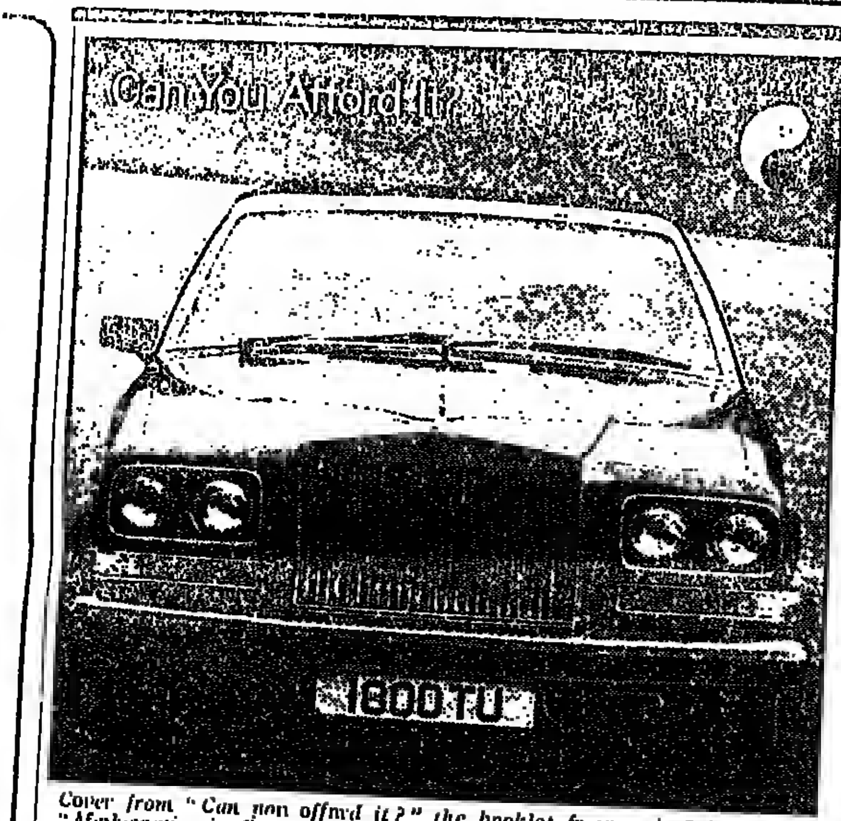

A distillation of ideas

A. Boag and J. K. Miller introduce the Scottish Mathematics Appreciation Project Group's scheme designed for less academic pupils: "Mathematics for General Education" (Macmillan Education).

During the past twenty years, curriculum development in maths has often been stimulated by Scottish Education Department working parties. Teams of experienced teachers with briefs to examine maths at different levels in schools have generated valuable new ideas and approaches to the curriculum. They follow similar operational patterns.

After crystallizing their SED brief into concrete mathematical and educational objectives, they produce trial classroom material. This is piloted in a range of schools and revised in the light of comments from teachers—and sometimes pupils.

Finally, the team produce a report for the SED describing their work and conclusions. To encourage the dissemination of the classroom materials, the SED usually releases its copyright to the working party members who can then arrange for commercial publication.

This sequence of events produced the Scottish Mathematics Group's *Modern Mathematics for Schools* and the Secondary Mathematics Committee's *Modular Mathematics*. Now, at a time when attention is increasingly focused on maths curricula for less academic pupils in their final school years, Macmillan Education has published *Mathematics for General Education*, the Mathematics Appreciation Project Group's scheme designed for these children.

Mathematics for General Education provides a major new teaching resource for all CSE candidates and many non-exam pupils. In Scotland the target population is pupils who will not take an O grade exam in maths. The materials are provided as six sturdy boxed sets (i e Sets A-F) each containing ten or eleven varied units of work. All the basic mathematical skills and concepts required for most Mode 1 CSE exams are covered and the materials provide an excellent basis for Mode 3 work.

Each set contains enough material for one and a half terms work. But the sets do not comprise a prescribed course. They are planned as a flexible enrichment resource from which teachers can construct courses that are most suitable for their pupils. This is particularly important for teaching non-exam or Mode 3 C[...] where teachers face [...] problems in finding materials to suit their needs.

Variety and attractive [...] tion are keynotes for the [...] Units are varied in length and format—they consist of [...] lets, workcards, worksheets, games, or combinations of [...] lively visual presentation [...] throughout while care is taken [...] to patronise the pupils or [...] them from the essential [...] cal work at hand.

The sets allow flexible use [...] a school, each being a cross [...] of the total resource. Pupils [...] use the materials in any order [...] means that a boxed set can [...] two or even three school [...] Although each box has [...] material for a minimum [...] pupils, it can be used with [...] three times this number. In [...] present financial climate, [...] will appreciate the considerable economy this implies.

The writing team has [...] special attention to calc[...] skills. They decided that a [...] and systematic approach [...] needed. So, in addition to [...] sets, a textbook was written [...] *Advanced Number Skills*. [...] pupil's edition is a reservoir of graded exercises in number [...] but without written instructions. The teachers' edition contains [...] only instructions but detailed [...] ing notes and full answers.

Advanced Number Skills is [...] pletely teacher-controlled [...] and provides a vital control element for the project. It [...] much broader value, however, [...] stands independently as an extra supplement to any mathematics scheme at this level.

A burning issue throughout [...] United Kingdom is assessment. [...] course plan is complete with full consideration of how to as[...] a pupil's progress and to meas[...] the effectiveness of the course [...] achieving its aims. *Mathematics for General Education* provides plenty of opportunity for individual and group work. This enables the teacher to develop procedures [...] continuous assessment which [...] bound to figure prominently [...] formally assessed, externally [...] ated courses which are increasingly being advocated.

Mathematics for General Education is the result of several [...] of deliberation, development [...] and testing. It is a distillation of the best ideas to be generated [...] teachers who have been given [...] facilities for a deep study of [...] curriculum needs of a particular area of the school population.

The writing team hope that [...] scheme will provide teachers [...] a new resource to solve some of their more pressing difficulties. It is certainly practical and economic in use. The rigorous testing in pilot schools should ensure it is also fully effective.

A. Boag is Rector, Lossiemouth High School. J. K. Miller is principal teacher of mathematics, Arbroath Academy. They are members of the Mathematics Appreciation Project Group.

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Help at hand

Sylvia Maughan on the work of the Avon Resources for Learning Development Unit

In any group of young secondary school children there is a wide range of ability and great differences in background knowledge and mathematical experience. We cannot expect that at the end of, say, the first year, every child in a class will have reached exactly the same stage of mathematical development.

Possibly one of our prime aims with first year children should be to get them to enjoy maths and feel successful.

It is no good trying to get a child to do something for which he has neither the knowledge of facts and skills nor the conceptual understanding necessary to tackle it. Nor is it profitable for children to be constantly faced with activities they have frequently done before.

If we are to accept that individual children have different needs in maths we must also accept that there must often be children doing different activities inside the same classroom. Whole class activities still have an important place, but children will need to work either on their own or in small groups for quite a large proportion of the time.

How does a teacher set about organizing this? There is the production of suitable resources, the design of a system of organization, planning programmes of work, writing tests, developing record cards and so on. And it does not stop there. Inevitably there will be a constant need to modify both the system of organization and the materials after trials in the classroom.

All this requires time and energy on the part of the teachers and production facilities in the school. What happens though if only one of the teachers in a department is interested? Can he change his style of teaching on his own? Who pays for the materials? Who turns the handle on the machine to produce all the copies?

When adequate resources have been collected or made is there still enough energy left to develop the system of organization, criticize it and change it? And does every department have to start from scratch—or should they not be able to learn from others' mistakes?

Of course it can be done, and [...] often done successfully, if a whole department is committed and enthusiastic and prepared to work [...] all hours. But do teachers not [...] serve more help than is generally available for this?

In Avon in 1974 a teachers' co-operative, the *Resources for Learning Development Unit*, was set up as a four-year experiment to support teachers who wished to try a more resource-based approach to their children's learning. It is financed by the local education authority with help from the DES and is directed by Philip Waterhouse, ex-Bristol head.

An assistant director, an editor for each of five subjects and design, secretarial and dispatch staff make up the rest of the full-time team. During the past three years this unique experiment has developed in some totally unforeseen ways. In the following paragraphs I have tried to describe these developments with special reference to the maths project.

In order to experiment with resource-based learning we first had to produce some resources. A large number of teachers, either individually or more often in groups, have now produced a large bank of materials, many of them having for the first time had the opportunity to join with other teachers from other schools in talk [...]

continued on page [illegible]

A consideration of objectives

Alan Bell outlines a scheme for testing mathematical attainment

When the present tumult has died down the maths teaching community will be left with its continuing task of trying to enable all pupils to operate successfully and confidently with numbers. In doing this, it may be found helpful to distinguish some of the different objectives which the maths teacher has for his pupils, both in the course of individual lessons and in the course of their total mathematical progress through school. These objectives may be labelled by the types of ability which it is intended for the pupil to develop. They are: skills, concepts, strategies, appreciation.

Each of these headings needs some expansion. This will be done and the scheme will then be shown to apply to the design of a diagnostic test of number for pupils of middle school age, and to the construction of the tests for monitoring mathematical attainment. It has also been useful in constructing the curriculum for each year's work in a secondary school, in clarifying the different types of teaching needed, and in discussing what are appropriate objectives for pupils of different ability in different years, but there will not be space to include these in this article.

The term "skills" is used for standard procedures which will be used more or less in the same form as that in which they were learnt, without any great degree of special adaptation to a new situation. Examples are the arithmetic processes, the method of constructing a perpendicular to a given line or of the centre of a circle to go through three given points, the solution of a quadratic equation.

Other examples include making scale drawings and plotting a graph from a formula or from a given set of statistical data. It is convenient to include under the same heading "facts", such as those contained in the addition and multiplication tables, standard formulae, and so on.

For facts and skills to be useful they need to be brought to a high *level of fluency* and accuracy and to be maintained at this level. Since this takes a considerable amount of time it is necessary to select for this treatment only those skills which really are going to find fairly frequent use. This is why many of the geometrical constructions are no longer taught as skills except to pupils studying technical drawing.

The other problem with skill learning is that it is susceptible to forgetting, with sometimes disastrous results. The pupil who cannot remember whether to work from left or right in a long multiplication or which way to shift the second row of the answer, is in an extremely insecure situation, particularly if he is not aware of his misconception.

Conceptual knowledge is essentially interconnected knowledge. The pupil who can correctly answer a question asking him to put in order of size the numbers .52, .25, .052 and .250, or who can subtract .03 from .7 without using a standard algorithm, or who can correctly continue the sequence 40, 4, .4, is displaying an understanding of the concept of place value—unless, of course, he has previously been taught each of these as skills. Thus a conceptual understanding is one which enables its possessor to transfer knowledge to a new and unfamiliar situation.

This kind of knowledge is developed by problem solving and investigating activities which require the pupil to make new connections between parts of his knowledge. Conceptual knowledge, because of its interconnected nature, is less susceptible to forgetting, since any forgotten item, by virtue of its many links with other items, has a good chance of reinstatement.

Along with concepts we class applications. These are seen in action in the solution of problems such as that of deciding how many rows will be formed when 240 chairs are placed in rows of 15 each, or if one requires to find the weight of a total amount of brass containing copper and zinc in the ratio 70-30 if the piece in question contains say 30 grams of zinc. In these cases the main problem is to recognize that the situation is one to which, in the first case, division, and in the second case, ratio and proportion apply.

By strategies we mean the know-how which guides a person in his approach to a situation to which maths might be applied, or in his decisions of how to proceed within it. Strategies include the ability to recognize a situation in which it is appropriate to make an experiment, to observe the results and to draw a conclusion, to approach a problem by clarifying the data and the desired conclusion; and by seeking similar problems which have been already solved.

These are two kinds of strategy which pupils may acquire; they represent some of the most important goals of education. Others are those associated with proof—the justification of an argument by reasoning, including the need to deal with all possible cases. Strategies are learnt by experiences of those situations which call for them, together with, preferably, some reflexion on the steps which led to success and those which failed to do so. These strategies are particularly resistant to forgetting.

Appreciation involves the awareness of what kind of subject mathematics is, that it is concerned with finding patterns and solving problems, that it is related in various ways to social needs, that it underlies a number of practical situations such as the use of parabolic reflectors to produce parallel light beams in headlights.

Along with appreciation we include "attitudes"; these refer to the more affective responses to mathematics, the liking for the subject, the confidence in it. Probably the most potent determinant of attitude towards maths is the degree of success or failure experienced by the pupil in it; and while appreciation of the subject inevitably involves some ability to operate within it, at the same time more is involved than this. Particularly helpful may be discussion by the teacher of the relevance of a particular piece of maths.

Each of these components needs to figure in the mathematical experiences of pupils at all levels of ability. Knowing strategies for proof is not of much use unless one knows sufficiently many principles to apply to the problem in question; the possession of a fluent set of skills without the ability to recognize when and where to use them, is equally useless; and a pupil who had an excellently positive attitude to maths but actually knew rather little of the subject, would represent an equally dismal failure.

A diagnostic number test has been used for pupils aged 11-12 years in schools associated with the South Nottinghamshire project. This test is in four sections and produces, therefore, four separate scores. The facets into which it is divided are table knowledge, computation, place value and relationships, and applications. The first two of these are self-explanatory; the third includes some questions of the type mentioned above in connexion with decimals, and others testing the awareness of the relations between 3×40, 4×30, 4×3×10 and so on, and the understanding of multiplication as shown by the correct filling of the box in $36 \times 29 = 37 \times 29 - \square$.

The applications section consists of simple, verbal arithmetic problems but with a slight additional difficulty involving selecting from rather more data than is actually needed. There is nothing novel about the items themselves in this test, except perhaps for those in the place value and relationships section, but it is rather the organization of them to provide separate scores on the different facets which has been found particularly helpful in indicating what kind of work has been sufficiently or insufficiently dealt with in class.

The same test has in fact been given at intervals of two or three terms to give some direct measure of the progress being made. This, also, is an idea which brave departments might care to take up.

The four headings mentioned above also provide a framework into which can be fitted the tests prepared for the national monitoring of mathematical attainment next year. In number, in geometry and in algebra, separate tests have been prepared which evaluate skills, conceptual understanding and applications in everyday situations. Tests of problem solving and logical deduction, of generalization and investigation, fit under the heading of "strategies", and a test of attitudes towards mathematics is also under development. (No decisions have yet been taken about which of this material will actually be used for the survey.)

It may be hoped that the wider use of test material which distinguishes the four components of mathematical attainment discussed here may assist in the clarification of these aspects also in teaching, and provide a resolution of the pointless conflict between skills and understanding which is still being displayed in the current debate.

Dr Alan Bell is lecturer in mathematical education at the University of Nottingham.

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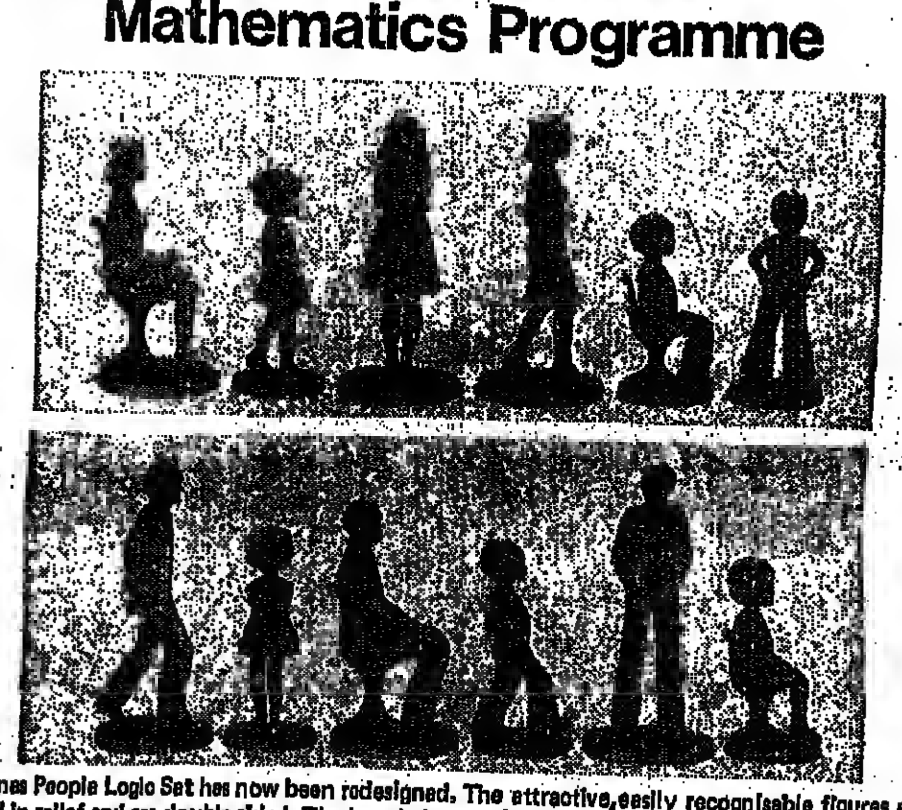

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continued from page 36

and produce learning materials. Within these groups discussion has gone on about objectives, types of activities, how to present information in ways that children understand, the problems of designing materials to attract children but not confuse them, the problem of cost, and so on.

Once a final version has been agreed, the editor can then negotiate the material through all the time-consuming procedures of typesetting, design and printing. Being a cooperative, enough materials can be produced to make the use of outside printers a feasible operation, and a sales policy has been established whereby teachers can buy as little as a single worksheet. They can choose which items they need from a large bank without having to buy someone else's pre-packaged selection.

But production of materials is not enough. However good materials are, if they are not used efficiently the children will not benefit. So at the unit an experimental classroom has been set up and a class of children come from a local school for one morning each week to be taught by the unit staff. By experimenting with this class, a basic system of classroom organization has been developed that uses a more resource-based approach to learning.

Work has been done in this classroom on types of furniture and furniture layout, methods of storage, coding of materials, record and contract systems, individual programmes of work, group activities and so on. Teachers have been able to book a visit to this classroom and see the class in action, and afterwards talk to the editors about it. Many teachers from all over the country have done this.

However, even more is needed. Teachers need to try new methods of classroom organization for themselves, in their own schools, with the children they know. But of course it is not particularly wise to put a lot of money and time and energy into something that you are not sure about. So schools in Avon are able to invite a subject editor into their schools to give a "demonstration".

The word "demonstration" does not really describe what happens. For instance, as mathematics editor I take into a school a plan and enough materials for about half a term's work. I am given a room and one or two first-year classes and I set up shop. Furniture is moved around so that access to resources is easy. Children are given programmes of work, consultation and guidance begin and record-keeping is started. There is a mixture of class discussion, group work and independent learning and a normal classroom becomes a mathematics workshop.

The class teacher, after initially observing and getting to know the resources, gradually becomes involved. We have consultations with children together and we talk about the problems and the advantages of the system. Often we modify parts of the system to make it more appropriate for the particular school.

After two or three weeks the teacher is able to take over. The opportunity then exists for the teacher to keep the materials and carry on for the rest of the half-term. So with little inconvenience and no cost teachers can experiment with resource-based learning with the children they are familiar with. If they decide to make it a more permanent feature of the way they teach, then further support from the unit exists in the form of further discussion about materials and programmes of work with the subject editor, and the pro... of contract and record cards, ... unit's offset litho.

A subscription from a sc... the unit provides a much ... single copy of every item pro... so far for a particular age ... together with a collection ... chers which can be spent ... time. All the materials are ... manent display at the ... teachers are able to come ... browse through them at any ... during the working day.

Editors are invited to schools ... a variety of reasons some ... are already using a resource... system and are looking for ... improving it; some schools ... experiment as something ... new; and some schools invite ... work with them just to pr... discussion within the depart... This is also, of course, often ... without the demonstration, ... a department meeting or ... school in-service day.

The demonstration is meant ... as a starting point. It shows ... tem in action and it highlights ... of the problems and possibilities ... resource-based learning. Hope... teachers criticize it and develop ... in their own way to achieve ... own objectives.

A centre such as the Avon Re... sources for Learning Developm... Unit is an example of a centre ... acts as a catalyst, hopefully enc... aging teachers to think about h... children learn, demonstrating w... of organizing learning activities ... supporting schools experiment... with resource-based learning ... provides a means for individual t... chers or whole departments to in... tigate new ideas and receive supp... for this in their own schools w... the children they know.

Sylvia Maughan is mathema... editor for the RLDU, Bristol.

A down-to-earth challenge

Thomas M. Linton on the Moray House project in economic education for 11-12 year-olds

Any project whose aim is curriculum change or modification must naturally expect a sceptical reception—if only for its novelty! During the past few years Moray House College has launched such a project in economic education in certain selected primary schools at the 11 and 12-year-old age level. The inclusion of this "new subject" in an already heavily stretched curriculum requires substantial justification and two principal reasons for this change in curriculum content are these:

Environmental studies, which was ushered into Scottish primary schools with the publication of the *Primary Memorandum*, has not performed its functions adequately. In chapter 2 that publication describes the influences that brought it into being:

"The scientific and technical revolution is causing the most striking changes in the working lives of modern men and women. New inventions and techniques are revolutionizing most branches of trade and commerce, the operations required of individual workers are becoming simpler as machinery grows more complex ... the demand for one particular area may cease as another elsewhere supersedes it. ...

To an increasing extent, the need of our present-day society is for men and women who are capable of adapting themselves to changing tasks and problems. ...

A further feature of modern living which presents a challenge to education is the increasing amount of leisure in the lives of most adults."

These forces may have been the challenge that gave environmental studies life but it has not developed effectively to meet these twentieth-century needs. It is contended that as a "subject" it lacks coherence, and purpose to such a degree that, what might be regarded as worthwhile content, is educationally sterile.

Second, it is argued that by focusing the pupil's attention on the economic and social facts of life the pupil will make sense of environmental studies. Pupils will make sense of their environment through involvement in practical problems about which they will

continued on page 38

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Sturdy growth

B. N. Love on the City of Birmingham Structured Mathematics Scheme

Faced with a serious shortage of specialist maths teachers in 1969 the City of Birmingham appealed to the existing teachers for help. On paper, there were enough qualified teachers to satisfy the pupil-teacher ratio broadly speaking but there was a definite shortage of maths specialists in the secondary sector.

A group of well-experienced maths teachers soon got together to form specific working parties to look at various areas of the secondary syllabus with a view to preparing practical schemes of work.

It was obvious from the outset that qualified but non-specialist teachers would be called upon to teach maths for quite a long period in the foreseeable future and equally obvious that maths materials had to be structured so that teachers who had little or no experience of teaching maths could make use of the material to their own and to their pupils' advantage.

Early planning was ambitious in an attempt to cover a general five-year syllabus plus a separate scheme for CSE and GCE candidates (these were pre-ROSLA days!). The intention was to make up teaching packages in a form which could be distributed to secondary schools requiring help so that the packages could be used by the non-mathematician, basic instructions being provided in an accompanying teacher's booklet.

The small but willing band of Birmingham maths teachers who launched the project had no model to work from and they set about "learning the trade". Programmed learning was quite the "in thing" of the day and seemed an obvious solution to the simple preparation of maths packages so the working parties of teachers attended a crash course at the County Programmed Learning Centre, in Hertfordshire, during which time they started on packages. Thus, early in 1970, the City of Birmingham Structured Mathematics Scheme was born and has been directed ever since by Peter Hamshere.

It proved a struggling infant in its early days as it was, as many teacher-based projects are, short of almost everything! Initial encouragement and unflagging support by the city's staff inspector for maths saw to it that finance was forthcoming for a modest beginning and a sturdy growth ever since!

Some packages soon proved to be unwieldy and not very popular or even useful, especially where an attempt had been made to include commercially available programmed learning software.

However, many packs were successful and the project had at least got off the ground and had not been bogged down by pilot schemes and evaluation exercises. And the non-specialists did realize that somebody was taking a serious interest in their plight.

Early disappointments served only to spur on the teams of writers, all of whom were practising maths specialists in the city's secondary schools and the formula for writing down-to-earth worksheets, structured for the capabilities of the children and the non-specialist teacher, soon evolved, almost empirically.

Packages were more compact, limited to simple topics with worksheets designed on a self-pacing basis and containing full sets of answers so that children could mark their own work, a "cheat" factor and feedback supervision being an integral part of the package design.

With the establishment of permanent quarters for the Structured Mathematics Scheme in a disused primary school—where else?!, the employment of a part-time secretary and the acquisition of an electric duplicator with paper, production was well under way by the end of 1971.

Distribution to schools in 1971 on a limited basis saw 123 packages issued to 28 of the city's secondary schools and by 1976 1,020 packages were issued to assist in no less than 62 schools.

These figures should not be interpreted as a general worsening of the teaching situation vis-à-vis non-specialist maths teachers but rather as a measure of the runaway success of the scheme. Teachers who were already mathematicians found the

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attempt to make informed decisions.

The Moray House Economic Education Project, therefore, attempts to work within the fabric of environmental studies within which it develops a set of economic concepts over a two year period. The major aims of the schemes are to:

Develop an awareness in the pupils of a widening spiral of basic economic concepts — through "doing" or "solving" not just *through reading and listening*.

Enable pupils to appreciate an ever-widening range of adult roles (as consumers and producers of goods and services) and of adult problems, whenever possible in real, as distinct from monetary terms.

Encourage pupils, through the use of enquiry techniques, to make simple judgments and to inculcate habits of systematic investigation.

Assert and enrich social maturation through an understanding of adult society.

Over two years pupils have been introduced to the following economic ideas: Primary VI: The starting point is a person's standard of living which embraces food, clothing, shelter and leisure and the importance of making rational choices. These basic needs-wants are satisfied in return for money payments. Money acts as a medium of exchange, a standard of value.

Prices are the way in which money values are recorded. Money incomes are earned through the provision of services and goods, and rewards for labour are determined by a number of different factors. The emphasis at this level is, therefore, upon consumption, distribution and exchange.

Primary VII: Supply and demand factors are analysed. On the supply side, factors of production are explained, and on the demand side income levels and taste are considered. Specialization is also analysed at the geographic, technological and personal levels.

Finally, international trade and concepts such as balance of payments are dealt with. In all the economic kits there is a comprehensive glossary of economic terms which pupils are expected to cover and against which testing procedures can be measured.

Two overarching aims dominate these objectives:

That all wants for goods and services cannot be satisfied, and

There is a need for choice-making at personal, local, national and international levels.

It would be a mistake to think that pupils are being introduced to a whole "new subject matter" as history, geography and arithmetic will all perform important functions in articulating the basic economic concepts.

For the teacher with a historical bent concepts such as specialization, trade, transport can be dealt with in chronological order and periods such as the Industrial Revolution are particularly rich in economic and social examples and a few teachers have already produced illustrative material from this source.

A geographical interest can equally easily be accommodated in the treatment of economic concepts such as factors of production, land, labour and capital, international trade and the location of industry.

Finally, the arithmetical influence has not been neglected; indeed in many schools, already it has proved to be the most pervasive and imaginative approach of all. The content of the course certainly lends itself to arithmetical treatment as it includes concepts such as prices, money, saving, output, production, balance of payments, exchange.

Without numerical examples, these are meaningless ideas, and teachers have been highly original in their representations of these topics. Pupils have produced graphs, histograms and pie charts in a diversity of subjects. Even sets have been introduced to differentiate among the various criteria by which men's wages are calculated.

If teachers are to be persuaded that a curriculum change is worth while, they must have some evidence of behavioural changes among the pupils. The evidence being collected and computerized is from two sources. First, pupils sit a primary test of economic understanding before they are taught and then again after the completion of the course. The first set of results is presently being processed and there is evidence of a significant statistical improvement in economic understanding, among criterion groups as compared with control groups.

Second, pupils also sit an "understanding money" test before and after tuition and the results of this test are being evaluated diagnostically. This test is more open ended than the previous one in that it invites a two-line response from the pupil on a wide variety of terms connected with money and its usage.

The responses provide teachers with a dipstick of pupil ignorance and misconceptions and such soundings assist the teacher in structuring the course content to pupil requirements. As the pilot scheme widens in its scope it is proposed to use more sophisticated evaluations in each of the main conceptual areas and modify the kit content accordingly.

While the main purpose of this article is to provide information and stimulate interest it might also, in a small way, help to educate the teaching profession about economics. Certainly among primary school teachers economics does tend to conjure up some weird constructs of highly complex statistics and polysyllabic mumbo-jumbo.

At the academic level these fears may have some foundation, but this should not deter the teachers from embarking on a course such as the one outlined in the primary school. A subject that has been defined as "how one gets one's money and how one spends it" is by definition a pretty down to earth challenge for both pupil and teacher alike and the content of this course is physically located within the pupils' environment.

The author is director of the Economic Education Project, Moray House College of Education, Edinburgh.

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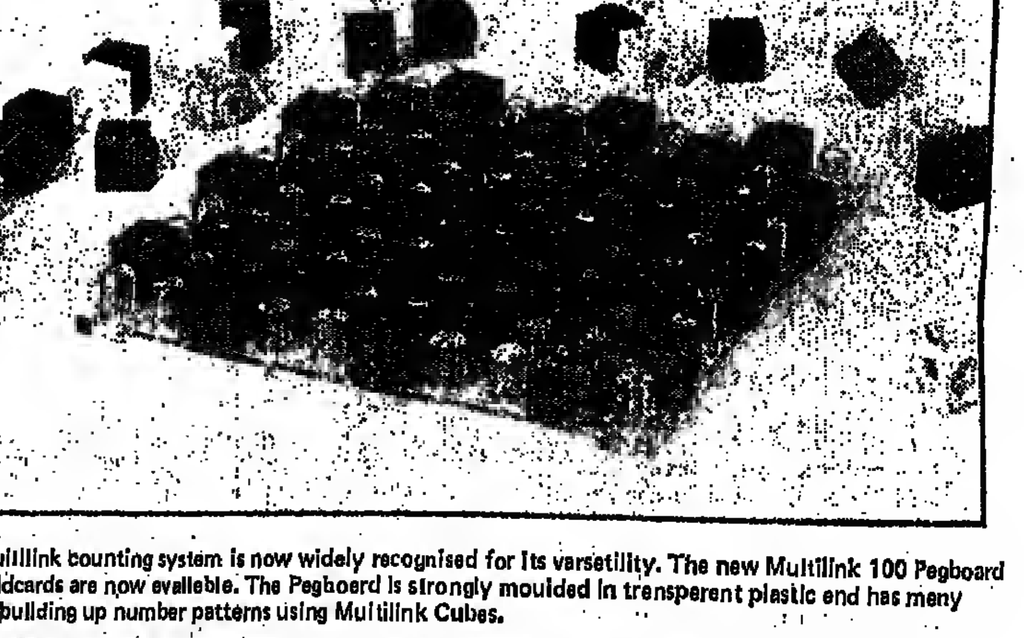

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Subtracting without tears

By Peter Kaner

The other day I asked a teacher to let me talk to three boys in his class who were poor at arithmetic. They were 13 years old, very nice, but not academically inclined? I gave them all the sum 1,053−789 and asked them, as a favour, to find the answer. They cooperated, struggled and sweated, and their three attempts at answers looked like this, though not so tidy:

Kevin	Robert	John
1,053	1,053	1,053
−789	−789	−789
1,736	736	1,876

It is clear that Kevin and Robert, when faced with the problem of 3−9, preferred to take the three from the nine, and hoped that no one noticed the difference. John's solution was a mixture of a number of confusions. I think he stopped subtracting and started adding half way along.

No primary teacher or secondary maths teacher would be surprised at this story. I certainly was not, I have seen the same mistake many, many times, even in my own family, and thereby hangs a tale.

I was travelling by train to Exeter one day, and decided to think about my daughter's unfortunate habit of subtracting the smaller figures from the larger instead of doing the sum properly. (Wouldn't it be lovely if that same habit led to the right instead of the wrong answer, or even if it could be the *first step* to the right answer?) I played with a simple sum 74−48.

See example "A" below:

In great excitement I realized that I was on to something, so I tried another:

82
−49
47 .43 writing 3 instead of 7 and knock one off the four

It looked as though the process worked. Had I found a new idea about subtraction? I did not believe it was possible, yet here are the rules. . . .

A.—Subtract as usual *but* if the bottom figure is bigger take the smaller (top) figure from the larger (bottom) figure but mark a bar under the result.

B.—To obtain the correct answer now, (i) replace a number with a bar under by its "change" from 10, e.g. for 2 write 8, for 3 write 7, etc, and (ii) if a number in the answer line has a bar to the right, then knock one off (taking change from 10 first if necessary).

Are you with me? It appears more complicated than it really is. I was quite excited now and, growing bolder, tried some harder sums, including ones that gave a great deal of trouble. I noticed that the answer usually takes two lines, but that there is no crossing out, scratching out, carrying, borrowing or paying back. See "B" below for four examples.

To my amazement it worked every time. Try a few for yourself.

The next thing I realized was that I had passed Exeter, so I had a further three hours to find out why the method worked as I travelled back up the line from Plymouth.

I did not take long to see that the idea is based on sound arithmetical principles which can be taught to a very young child. I will explain through a very simple example, and perhaps you will want to extend the reasoning to more complicated ones . . . 17−9. I have a ten and seven ones. I want to take away nine ones. I take the seven that are there, and this leaves two more to come. These extra two must come from the ten which is then split (knocking one off the ten's) and giving 8 change in the units.

That is the explanation, the difference of the method from the usual routines is that it [illegible] changing the ten until [illegible] units transaction, instead [illegible]. At this stage you know the [illegible] of splitting the 10. If [illegible] about money it is even [illegible] see where the method com[illegible]

At this point I would like [illegible] the advantages of the method [illegible] standard ones, and it [illegible] advantages which explain [illegible] with which Kevin, Robert, [illegible] my daughter learned to [illegible] get their subtractions right [illegible] tages: (1) No subtraction [illegible] than 9—a smaller number [illegible] occur. (2) Pairs of 10 are [illegible] but these are ever present [illegible] hands. (3) It is not neces[sary to] visualize numbers greater [illegible] (4) No crossing out or paying [illegible] or little figures. The whole [illegible] visible and checkable.

It seemed to me that the [illegible] some important messages for [arith]metic teachers here. Perhaps [illegible] not nearly interested enough [illegible] sible ways of carrying out [illegible] tions. Subtraction causes great [con]fusion in children's minds [illegible] they do not know what [illegible] doing in the sum, and neither [do] many adults.

If we can match methods [to the] way children think, it is [illegible] that we may prove more ef[illegible] teachers, and that could be [illegible] to improve standards in [illegible] basics". A more promising [illegible] my mind than putting the pr[illegible] on and shouting for more [illegible] methods which have always [pro]duced a good crop of failure [illegible] haps many traditional arith[metic] processes are unnecessarily di[fficult] in the way we do them, [illegible] certainly true of long division.

But to return to subtraction itself, this is an activity [illegible] a cornerstone of failure for [illegible] children. I met a boy in a com[prehensive] class who was so afraid of [sub]traction that he wrote [illegible] twenty seven, wrote seven [illegible] down and called 6 "eight" [illegible] crossed out and scratched [illegible] so that they became black blot[s and] scribbles. . . .

I taught him to use the [method] outlined above in exactly [illegible] after which he joyfully co[vered] a page of gruesome-looking [sub]tractions, and asked for more [illegible] numbers were written the right [way] round, he knew the names [illegible] well. Now this boy was not [illegible] just frightened and anxious [about] maths, but for me he was a [illegible] reproach.

Why had I not been [illegible] about arithmetic methods before? Why had I been satisfied to [accept] the poor level of skill of so [many] without giving my mind to the [ways] in which they could achieve [greater] skill? The time has come to [re-examine] our techniques of doing arith[metic] . . . even if the electronic calcu[lator] is in the drawer.

Peter Kaner is a mathematics inspector for ILEA. The [views] expressed are those of the [author] and do not necessarily repre[sent] those of the authority.

(1) 74 −48 = 34 — WRONG (but popular)

(2) 74 −48 = 34 — The bar reminds me that this figure isn't 4 at all

(3) 74 −48 — RIGHT knock one off the 7 and (take) your mind — Write 6 instead of 4, the change (from) 10

Example "A"

403	423	3,051	6,087
−278	−185	−1,709	−4,659
275	362	2,736	2,632
125	233	1,204	1,428

bar to right so knock one off — change from 10 and bar to right so knock one off — change from 10

Example "B"

continued from page 35

packages invaluable in extending the work within their schools and among their own teaching teams.

The "formative" years of the scheme from 1970-74 saw the establishment of a common core syllabus for the first three years at the secondary stage, embracing traditional and modern maths. This has been widely accepted within the city.

It provided a keystone around which the packages were designed, topic by topic, with more emphasis on structuring worksheets for the less able child by reducing the reading content and relying more on improved visual presentation.

Printing quality progressed from the basic typewriter-duplicator standard to the versatility of the off-set litho press as the permanent staff of the Structured Mathematics Centre was enlarged to cope with the increased demands of the scheme in terms of writing, editing and the actual production of the packages of materials on the premises.

Revision and updating of the scheme's packages is a continuous process but a management committee, set up by the scheme's founder members at an early stage, monitors the work and requirements of the scheme and provides regular reports to the city's education committee.

It was this action that convinced the local authority of the scheme's overall value and this led to the permanency of the scheme as an integral part of Birmingham's education services.

The original concept of a Birmingham scheme, by Birmingham teachers, for Birmingham schoolchildren has been maintained throughout although the fame of the scheme has spread abroad to several European countries and even as far as the Antipodes.

While the Structured Mathematics Scheme tries to cope with common core material it also develops materials for fourth and fifth year CSE groups in topic form. These "examination" course materials are suitable for incorporating into either Mode 1 or Mode 3 CSE maths courses.

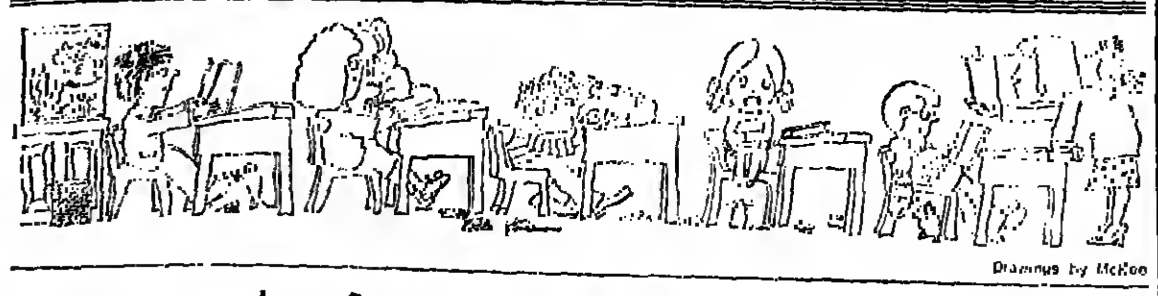
At one time it was possible to provide sufficient worksheets in all of the scheme's packages to cover a class of 30 children in all of the schools taking advantage of the scheme. However, the increased range of mathematical topics covered plus the increased demand from the schools for the [illegible] make the task impossible in [illegible] of individual worksheets.

Birmingham schools are organized on a consortia basis and, fortunately [illegible] any one consortium has sufficient reprographic facilities to allow [illegible] mastersheet system to operate [illegible] secondary school in the city [illegible] apply to the Structured Mathema[tics] Centre for any of the [illegible] listed and will be provided [with a] set of mastersheets for the pa[ckage]. From these individual schools [can] run off the required number [of] worksheets and then retain [the] masters for future use.

The City of Birmingham S[truc]tured Mathematics Scheme [has] come a long way since its [illegible] beginnings back in 1970 and [illegible] under a full evaluation [illegible] organized by the Schools Co[uncil]. It cannot be the answer to [the] city's shortage of specialist [maths] teachers but it has proved [to be] a practical solution to the pro[blem] situation in which many chi[ldren] could have finished up having [illegible] or no maths teaching whatsoever.

B. N. Love was a member of the Scheme's early development [team] and is currently a senior consul[tant] mathematician with The City [of] Birmingham Education Depart[ment].

37 Resources



Drawings by McKee

Animal magnetism

FRANCES FARRER on animals in the classroom

At Cloter Infants' School in Watford, they have rabbits, hamsters, and mice. The rabbits run about in class time, singly, and only in rooms where they are welcomed. Before long the children get so used to the rabbits that they hardly notice them, and carry on reading with scarcely a break when one jumps on their lap.

A few children are frightened at first. Foreign children, especially, have often not been close to an animal and certainly not to treat as a pet. Miss Bulpitt, the head, talks of an Asian child who at first used to scuttle into corners when a rabbit sniffed his shoes. Within weeks he would tell the rabbit long stories in English although he was still having severe difficulty in communicating with teachers.

The animals are used more formally to stimulate conversation, drawing

and writing. Their food is weighed. Their senses, abilities and habits are studied. Children feed the animals and clean their cages under supervision. Parents help by contributing funds for food, sending vegetable peelings, and offering hospitality in the holidays.

Generally, it is unusual for children to have any contact with animals. Fewer homes contain pets—many councils forbid them—and even farms are so mechanized that the animals on them are likely to be seen more as part of a factory process than as creatures to get to know.

Of the many reasons why having animals around could be said to be a good thing, this is probably the most important. Without contact with animals, respect for them and for the environment, understanding the human position in nature, and learning positive behaviour such as kindness, friendliness and concern, become much more difficult.

At Hampstead School their animals are treated with greater formality, partly because it is a secondary school. Most are kept in a locked animal room which is opened during lunchtime by the teacher in charge of the Animal Club, Mrs Sue O'Leary.

Members of the club look after a variety of small creatures including rabbits, guinea pigs, rats and gerbils. They are especially proud of having a rabbit which they fed entirely from a bottle until it was weaned, because its mother was too ill to feed it herself.

Club activities take in films on animal welfare, talks by speakers such as vets or a blind man with a guide dog, and visits to Battersea Dogs Home and the police riding stables.

According to Sue O'Leary, children become critical of animal care and housing and severe judgments are often made after these visits. They also get annoyed with one another if things such as feeding are not done properly.

Animals in this context are not being used for scientific study, and although there will be incidental academic gains, the real aims are broader. It may be difficult to balance learning concern for some animals with the necessity imposed by exam syllabuses for dissecting others. Sue O'Leary emphasizes that only fourth years upwards dissect, and then only animals specially ordered for the purpose.

The Royal Society for the Prevention of Cruelty to Animals has a catalogue of horror stories about dissection ranging from the staggering callousness of the teacher who cut up his pet kitten in front of a class to cruelties simply due to ignorance of dissection methods. Neglect is another potential killer. Innumerable animals have starved to death during school holidays.

David Peterson, chief education officer for the RSPCA, encourages a positive attitude to animal care. The society's representatives are available to give talks and advice to schools, and there is much supporting literature, all emphasizing the correct way to look after animals rather than the terrible consequences of cruelty.

Quality of stock, accommodation, food and handling are the main areas of concern. The society recommends buying animals from accredited schools' science suppliers rather than pet shops, so that ages and conditions are known. Some pet shop cages are excellent, others are not. Again, the RSPCA has recommendations, also for the dimensions of home-made cages, which can be the ideal solution.

Food is generally a combination

of household scraps and bought foods. The balance must be right. The RSPCA has a list of approximate costs for feeding animals, starting with £5 a year for a hamster, if other than bought foods are available as a supplement.

Techniques of picking up animals without harming them, length of time that they should be handled and, what sort of actions are likely to make them nervous, are important considerations. Smaller animals can easily be "over handled", which can damage their fur and their peace of mind.

Probably the most popular school animals are rabbits and cage birds, and small rodents such as hamsters, guinea pigs, gerbils and mice. Which? magazine recently did a survey of the amount of "enjoyment time" to be had from different animals, which seems a curious method of assessment. Practical considerations must surely come into it too.

Animals in schools present problems, but the benefits usually outweigh them. With a little organization they can be easy to look after and, although no teacher who does not really like animals should be pressured into having them around, people who do like animals could think seriously of the possibility of introducing them into class.

The RSPCA Head Office is at Causeway, Horsham, Sussex RH12 1HG, telephone Horsham 64181.

Court life, conflict and competitions

Castle building, the Norman invasion and the controversies of the Elizabethan era will be explained in a series of schools history programmes being presented during the autumn term at the Tower of London education centre.

The series is aimed at secondary schools. Younger pupils can hear about England's first castles and the influence of the Normans on November 4, 7 and 8.

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Programmes include illustrated talks, films, visits to appropriate parts of the Tower and opportunities for sketching. Entry is free to parties of 11 or more; advance booking is essential.

The Tower education department is also planning a full-day course to expose the realities of war in medieval times, for Saturday, November 12. It is aimed primarily at adults. A mediaeval war game will be in progress during the day and there will be films of the crafts of the bowmen and the castle builders. The course fee is £2 (£1 to students).

To celebrate its novocentenary next year there is to be a Tower of London schools competition, for which competitors must prepare an audio-visual programme showing an aspect of the history of the fortress. *Details and application forms from the Education Officer, Waterloo Block, Tower of London, London EC3.*

Going to the zoo

The London Zoo offers illustrated lectures and organized tours to school parties. Facilities include a Zoo Study Centre where there are about 21 different lecturers available, classified as suitable for pupils of 11-13, 14-16 and 16 and over.

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Information from the Education Department, The Zoological Society of London, Regent's Park, London NW1 4RY, or by telephone to 01-722 3333 extension 111.

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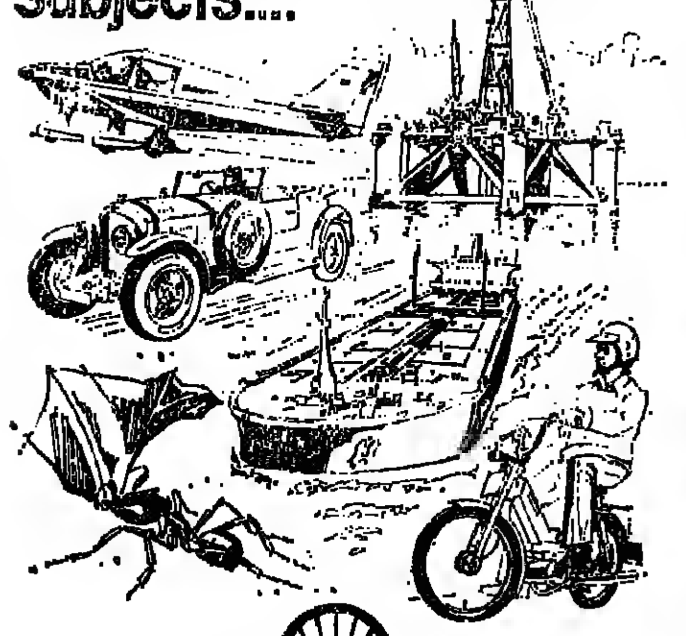

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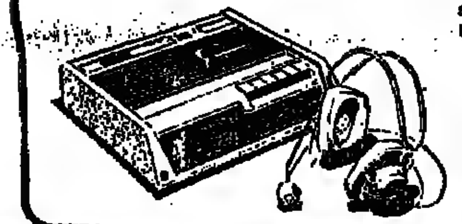

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Cassette recordings of talks given at the annual New Themes for Education Conference, Dartington Hall

"I conceive education as liminality, the threshold state. It is movement across boundaries, continuously ambiguous, always potentially dangerous..." — Prof. Frank Musgrove

"There is no way of compensating the child for the loss of that voluntary involvement of the parents which identify his educational and cultural interests as theirs also" — Dr. Elisabeth Newson

"Anyone who seriously regards himself as an educator has become, whether he likes it or not, a primary agent in the evolution of humanity" — Dr. Mark Braham

"The next stage of evolution is cosmic consciousness" — Dr. Peter Fenwick

A few excerpts from the fascinating series of talks given at the annual 'New Themes for Education' conferences at Dartington Hall, now available on high quality C90 cassettes, two talks per cassette, 45 minutes each side at £2.50 per cassette (VAT included) +p&p. For a full list of the developing 'New Themes for Education Cassette Library' which will be of interest to individuals, resource centres and libraries write to: The Secretary, The Dartington Society, Elmhirst Centre, Dartington Hall, Totnes, Devon TQ9 6EJ, or telephone Totnes (0803) 862224, Ext. 45.

Other speakers include: Maurice Ash, Maurice Goldsmith, Martin Holdgate, Alwyn Lishman, James Henderson, Sri Swami Satchidananda, Spencer Millham, Stan Gooch.

The Illustrated
LONDON NEWS

NOVEMBER

Ronald W. Clark
EDISON'S PHONOGRAPH
Tony Osman
THE FIGHT AGAINST FLU
Carolyn Scott
NEW CHURCHES
Norman Moss
ITALY'S VIOLENT LEFT
Joan Bakewell
PROFILE OF PAT ARROWSMITH
ROUND-THE-WORLD RACE
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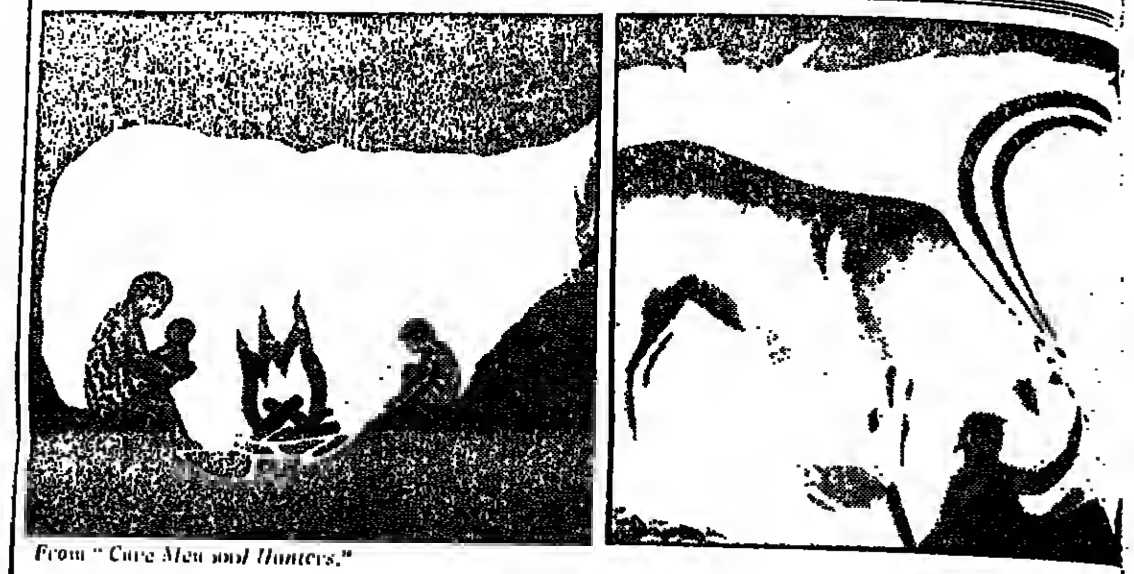

From "Cave Men and Hunters."

Pre-history from the old school

by James Bromwich

Living Before History. By Marie Neurath.
Three filmstrips:
Cave Men and Hunters;
Farmers and Craftsmen;
Travellers and Traders.
Published by Common Ground Filmstrips, Longman House, Harlow, Essex.
The pack costs £10.

These three filmstrips, reissued as a combined series which is also available in slide form, are aimed at the younger junior age range. Large, simple print sentences appear at the bottom of the frame, clearly intended to help in the process of learning to read. The first filmstrip confines itself to the Old Stone Age, the second broadly covers the New Stone Age up to the emergence of civilization, and the last tackles the development of early transport, on land and water, and the evolution of trade.

The third is by far the most successful. The potential of a filmstrip to illustrate a process, such as how tracks developed through hunting patterns controlled by geographical features like a river to be crossed, is well shown in a series of five slides. Analogies of Pacific island ceremonial exchanges and the Egyptian painting of a ship unloading goods from the south are used equally effectively to show the evolution of barter into full-scale trade in a simple and direct way.

Unfortunately, the other two are much less effective. None of the filmstrips are in reality new products as they were originally issued by Common Ground in 1952 and their age shows. They reflect ideas about prehistory that have largely been superceded due to the considerable amount of research in the intermediate period.

Clearly the qualifications an academic would make are not so important in material used with juniors, but it is surely essential to ensure that the primary teacher is provided with material based on the most up-to-date research.

In the Palaeolithic filmstrip man is depicted purely as a cave dweller, whereas substantial evidence since 1952 suggests that he spent much of his time in temporary or even permanent structures (such as the mammoth tusk huts of Russia). No attempt is made to differentiate the Palaeolithic experience of Europe or elsewhere. Not only is the appearance of animal domestication in two frames confusing in a strip on Man the Hunter, but the accompanying "goats and horses liked the warmth of the fire" is a simplistic and outdated conception of how the domestication process might have come about.

It is unlikely that the Neolithic farmer had a more varied diet than the hunter, rather more limited, because he was tied to a single site and to a narrow range of crops and animals. It was the amount of food potential in the domestication of plants and animals that made the difference.

All the Notes for Teachers include brief bibliographies. Although an occasional book of the 1960s is mentioned, these are generally later editions rather than new books. The Natural History Museum's *Man the Toolmaker* is given but not the equally valuable *Neolithic Revolution* by Sonia Cole. Good popular books like Grahame Clark's *Stone Age Hunters* and Derek Roe's *Prehistory* are needed to supplement the superb but dated *What Happened in History* by V. Gordon Childe.

It might be possible to forgive this material's datedness if it gave an imaginative and stimulating picture of the past. This it usually fails to do—the pictures are simple but static and rather empty illustrations. The one cave painting is drawn) and two Egyptian paintings strike because they are vivid.

The desire to be "educational" has led to a narrowing down of information, to a bareness that destroys any sense of vitality. The most successful of the pictures deal with processes: the technique of hunting a mammoth (though dated) of drama) and manufacturing techniques such as pottery making.

The teacher could find a use for some of these pictures, though certainly not all, and therefore the slide sets seem the better proposition. But how much more valuable would be sets which included reproductions of cave paintings, excavation site reconstructions (the houses from Catal Hüyük?), photographs of material remains and possibly a few pictures on the simplest of the archaeologist's techniques of discovery. Keep the simple words but excite the children in history as well.

Picture prompts to thought

by Paul Turton

What Would You Do?
The Question Why?
Farmington Institute, 4 Park Town, Oxford. £2.50 each kit.

Each of these two new teaching kits from the Farmington Trust consists of three black-and-white posters (40cm by 60cm) with an accompanying sheet of "Thought Starters" to give ideas about "how other teachers have been able to base discussion on the picture". The thought starter has a small reproduction of the picture at the top and one blank copy of the illustrated sheet (A4) is included for pupil use.

Unit One, *What Would You Do?*, contains two classic neighbourly situations. One is a girl's reaction to the plight of an old lady with parcels, hackneyed but relevant, and the other is the varying attitudes taken by passers-by to an injured boy by the roadside. The third picture is a clear and evocative portrayal of the smiling mask of a clown being removed to show a lined and worried face beneath.

The narrative form of the first two pictures makes them easy to use for pupils aged 10 and upwards, though the art work is somewhat stilted. The full-size clown picture will be useful for a wider range of older pupils in discussion of the varied masks we all wear.

Unit Two, *The Question Why?*, has three captioned pictures, dealing with creation and the family, growth and death. The pictures are bold but with sufficient ambiguity to lead to profitable discussion for pupils from about 13 years. The full-size images should be big enough for class or group use and enable the teacher to dispense with the need for expensive reproductions of the thought starter blank sheets.

The teachers' notes, indicating a wide range of interpretation for each visual, are intended to be a stimulus to thinking by the group leader and should not be followed slavishly. The whole production can be used in schools or in churches, in an open-ended way or with a Christian interpretation.

In this context it may be helpful to know the revised aims of the Farmington Trust. "To support those involved in Christian education, to further an understanding of the spiritual experience of mankind in our schools and other places of learning and to encourage the practice of the Christian ethic, both in the lives of individuals and in the life of society."

These kits offer flexible teaching aids which should be of positive value.

Only human

Six cartoon soundstrips have been produced by the Scripture Union. The series, *We're only human*, is accompanied only by songs which aim to "capture the idea of the themes 'freedom', 'wrong', 'love', 'Jesus' and 'life'". The soundstrips can be used together or individually and are said to be suitable for 15-year-olds and upwards.

The soundstrips are part of a package which includes tapes, leader's notes, activity material and song cards giving the lyrics of the songs and guitar chords. The introductory offer price until December 31 is £13.95.

Further information from Scripture Union AVA Department, PO Box 38, Bristol BS99 7NA.

Tape trails

Tape Trails (cassette guided walks) of Shrewsbury has been produced by the towns Civic Society. They are aimed particularly at teachers to help them in preparing work on the town and also for environmental education at a higher level.

Professionally prepared, the trails lead the walker along selected routes. Maps and tape-machines can also be hired. Also available are tape/slide sets for use with classes indoors.

The Civic Society, Waterside House, St Mary's Water Lane, Shrewsbury SY1 2BX.

Classified Advertisements

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Teachers wishing to apply for a post in Scotland are advised to ask the Registrar, The General Teaching Council for Scotland (5 Royal Terrace, Edinburgh EH7 5AF) for information about eligibility for registration with the council.

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Nursery Education

Headships

HAMPSHIRE
WAKEFIELD HOUSE NURSERY SCHOOL
Gosport
Required April, 1978:
HEAD TEACHER—Group 2
Details and application form from Fareham/Gosport Area Education Office, Walpole Road, Gosport (S.A.E. please).
Closing date: 25th November.

Other Appointments

EGYPT
Nursery TEACHERS required.
See advertisement under Overseas Appointments.

ESSEX
OXFORD HOUSE
Montessori TEACHER.
See advertisement under Preparatory Schools Other than by Subject.

HARROW
EDUCATION COMMITTEE
Full or part-time NURSERY TEACHER required for January. A temporary appointment will be considered.
Application forms from and to be returned to the Education Department, P.O. Box 22, Civic Centre, Harrow, as soon as possible. (Please enclose stamped addressed envelope.)

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The borough is within easy access of Central London and bordered by Epping Forest.
EDUCATIONAL VISITORS—Scale 3
Qualified nursery/infant TEACHERS with not less than three years' experience are required for Easter, 1978, or earlier if possible, to be attached to Primary schools and to work with parents and their pre-school aged children in the home. An ability to liaise closely with the infants' school staff, existing nursery schools/class and other agencies dealing with the under fives is essential.
London Allowance £297 payable.
Application forms, on receipt of a stamped addressed envelope, obtainable from and returnable to the Chief Education Officer, Municipal Offices, High Road, Leyton, E10 5QJ.
Closing date: 11th November, 1977.

Primary Education

Headships

BARNSLEY
Metropolitan Borough Council
WORSBROUGH COMMON JUNIOR SCHOOL
Bruce Ave., Barnsley
Required for Easter, HEAD TEACHER, Group 4
Application forms and further particulars available from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley, by 18th November, 1977 (S.A.E. please).

BRADFORD (City of)
METROPOLITAN COUNCIL
ILKLEY ALL SAINTS C.E. (CONTROLLED) FIRST SCHOOL
(Number on roll approx. 300)
Applications are invited from suitably qualified and experienced TEACHERS for the post of HEADTEACHER at this Group 0 school. The appointment will take effect from Easter 1978, and occurs due to the retirement of the present holder of the post.
Application forms and further details are available from the Staffing and Training Unit, Directorate of Educational Services, 4th Floor, Provincial House, Tyrrel Street, Bradford BD1 1NP, where completed forms should be returned not later than 11th November, 1977.
Reference ET.30777/TES.

BURY
(Metropolitan Borough of)
JEWISH DAY PRIMARY SCHOOL
Bell Havid, Bury New Road, Prestwich
Number on roll—230 (Group 4)
Required for 1st May, 1978:—
HEAD TEACHER
Application forms and further details obtainable from the Director of Education, Education Department, Athenaeum House, Market Street, Bury BL9 0BN, and returnable to P. Harris, Esq., LL.B., 22 New Hall Avenue, Salford 7, by the 11th November, 1977.

CORNWALL
EDUCATION COMMITTEE
Applications are invited from active communicant Members of the Church of England for the following HEADSHIP:—
LISKEARD (AIDED) CHURCH OF ENGLAND PRIMARY SCHOOL
Group 5
This is a new Church School for 280 pupils together with a Nursery Unit. Stage One providing for 180 pupils plus 26 Nursery pupils will open in September, 1978.
The appointment will be from April, 1978.
Full details and application forms on receipt of a stamped addressed envelope from: Secretary for Education, County Hall, Truro, Cornwall, to be returned to: Canon Peter E. Tolmarsh, Diocesan Education Office, Alverton Terrace, Mitchell Hill, Truro, Cornwall, by 25th November, 1977.
Applications are invited from active communicant Members of the Church of England for the following HEADSHIP:—
HOLME (AIDED) CHURCH OF ENGLAND PRIMARY SCHOOL
Liskeard
Group 2—105 boys and girls on roll aged between five and 11 years)
The post is available from April, 1978.
Full details and application forms on receipt of a stamped addressed envelope from: Secretary for Education, County Hall, Truro, Cornwall, to be returned to: The Correspondent to the Governors, Mr. R. Spencer, District Clerk, District Education Office, Graylands, Dean Street, Liskeard, Cornwall, by 25th November, 1977.

DEVON
SIDMOUTH ALL SAINTS C. OF E. (CONTROLLED) INFANTS SCHOOL
(Roll 200)
Applications are invited from suitably qualified persons for the post of HEAD TEACHER Group 3 (£5,045-£5,871).
The successful applicant will be expected to take up the appointment in April, 1978.
Application forms and further details (S.A.E. please) from East Devon Area Education Officer, Marwood, 7 Barnfield Crescent, Exeter, returnable by 8th November, 1977.

DORSET
ST. MARY'S C.E. (CONTROLLED) PRIMARY SCHOOL
Charminster, Nr. Dorchester
HEADTEACHER (Group 4) required from April, 1978.
Assistance with removal and legal expenses.
For application form (to be returned by 7 November) and further details send foolscap S.A.E. to the Education Staffing Officer, County Hall, Dorchester, Dorset, DT1 1XJ.

GLOUCESTERSHIRE
HEAD TEACHER from 10th April, 1978, for
BOURTON-ON-THE-WATER COUNTY PRIMARY SCHOOL
Bourton-on-the-Water, Cheltenham
211 on roll, 5-11 years, Group 4
Forms and further particulars from the Chief Education Officer, Shire Hall, Gloucester. Enclose self-addressed envelope.

HAMPSHIRE
BEAULIEU COUNTY PRIMARY SCHOOL
High Street, Beaulieu
Number on roll: 67
Required April, 1978:
HEADTEACHER—Group 2
Full details and application forms from Area Education Officer, Cannon Street, Lymington, Hampshire.
Closing date: 11th November, 1977.

HAMPSHIRE
PARSONAGE FARM COUNTY INFANT SCHOOL
Cherry Tree Close, Cove, Farnborough
Number on roll 137—includes Nursery
Required for the Summer Term, 1978, HEAD TEACHER, Group 3.
Closing date 16th November, 1977.
Details and forms of application obtainable from Area Education Officer, Crossways, Boundary Road, Farnborough, Hampshire (S.A.E. please).

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
LANNOCK J. M. SCHOOL
Whiteway, Letchworth SG6 2PP
(Group 5) plus Social Priority Allowance
Number on Roll 240
HEAD required for January or April 1978 for this modern part open planned school with a special unit attached for children with emotional and learning difficulties.
Application forms and further details obtainable from the Divisional Education Officer, County Council Offices, Grammar School Walk, Hitchin, Herts. SG5 1JN. Completed forms of application should be returned by Friday 11th November.

HERTFORDSHIRE
HOLYWELL J.M. SCHOOL
Tolpits Lane, Watford
Applications are invited from suitably qualified and experienced TEACHERS for this HEADSHIP (Group 5) from April 1978, or earlier if possible.
Application form and further details from the Divisional Education Officer, Little Cassiobury, Hempstead Road, Watford WD1 3EY.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPOINTMENT OF HEAD TEACHER
DOVER DIVISION
SANDWICH JUNIOR SCHOOL
Group 5: Roll 282
Applications are invited for the post of HEAD TEACHER from April, 1978, following the retirement of the present Head Teacher.
Application forms and further details (S.A.E., please) are obtainable from the Divisional Education Officer, 5 Cambridge Terrace, Dover, to whom they should be returned by 4th November, 1977.

LIVERPOOL
Applications are invited for the following posts required for January. Forms obtainable from (S.A.E.) and returnable by 7th November to the Director of Education, 14 Sir Thomas Street, Liverpool, L1 6BJ.
HEAD TEACHER, GROUP 6
FAZAKERLEY C.P. J.M. SCHOOL
Formosa Drive, Liverpool L10 7LD
Quote reference 206(a)
HEAD TEACHER, GROUP 4
ST. SILAS C.E. INFANTS E.P.A. SCHOOL
High Park Street, Liverpool L8 3TR
Quote reference 206(c)

SUFFOLK
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced TEACHERS for the following post:—
HEADMASTER/HEADMISTRESS
GREAT BARTON C. OF E. CONTROLLED PRIMARY SCHOOL
(Group 3; age range 5-9 years)
Application forms and further details obtainable from the County Education Officer, Education Office, Grimwade Street, Ipswich (stamped addressed envelope, please) to be returned by November 9th, 1977. (Ref.: NO).

SUFFOLK
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced TEACHERS for the following post:—
ROMAN HILL INFANTS' SCHOOL
Lowestoft
(Group 5; age range 5-7 years)
HEADMASTER/HEADMISTRESS
Application forms and further details obtainable from the County Education Officer, Education Office, Grimwade Street, Ipswich (stamped addressed envelope, please) to be returned by November 9th 1977 (Reference NB).

SUFFOLK
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced TEACHERS for the following post:—
HEADMASTER/HEADMISTRESS
WORTHAM LONG GREEN COUNTY PRIMARY SCHOOL
Diss
(Group 2)
(Number on roll, 54; age range seven to 11)
Application forms and further details from the County Education Officer, Education Office, Grimwade Street, Ipswich (reference NB), stamped addressed envelope, please, to be returned by November 9th 1977.

WIGAN
(Metropolitan Borough of)
WESTLEIGH C.E. (ST. PAUL'S) PRIMARY SCHOOL
School St., Leigh WN7 0JN
Required for 1st May, 1978
HEAD TEACHER (Group 5).
Application forms and further particulars available from and returnable to the Rev. T. D. Hargreaves-Stead, St. Paul's Vicarage, Westleigh Lane, Leigh (A4), Closing date: 11th November, 1977.

WILTSHIRE
COUNTY COUNCIL
GRANGE INFANTS' SCHOOL
Emdin Street
Stratton St. Margaret, Swindon
Group 4
(Number on roll 180)
HEAD TEACHER required for April, 1978, following the retirement of the present Headmistress. The school is housed in spacious buildings in pleasant grounds about three miles north-east of the centre of Swindon.
Further details and application forms from Chief Education Officer, Area Education Offices, Sanford House, Sanford Street, Swindon SN1 1QH.

ilea
Inner London Education Authority

For teaching posts in Inner London

See page 49

The London Borough of Redbridge is a pleasant residential area in North-East London with easy access to the West End and the Essex countryside. Help will be given in finding accommodation with legal fees for house purchase, removal and resettlement expenses where appropriate. Outer London Allowance payable.

Applications are invited from suitably qualified and experienced teachers for the post of:

Head Teacher

CHRISTCHURCH INFANTS' SCHOOL
Wellesley Road, Ilford
Group 5. No on roll 220

Application forms and further particulars are available from and returnable to: Mr J. E. Fordham, BA, Chief Education Officer, 255/259 High Road, Ilford IG1 1NN. Closing date: 18th November, 1977.

Redbridge
London Borough

The Borough is within easy access of Central London and bordered by Epping Forest.
London addition to salary payable.
ACACIA NURSERY SCHOOL
Cecil Road, E11
(Readvertisement)
Required Easter, 1978:—

Head Teacher

Group 2 School
Roll: 60, full-time
Salary from £4,812 to £5,340 plus £297 London Allowance

Applications are invited from qualified, experienced Nursery Teachers for the above post. This newly-built Nursery School is due to open early in 1978. Application forms and further details (enclose stamped addressed envelope) obtainable from and returnable to Chief Education Officer, Municipal Offices, High Road, Leyton, London E10 5QJ.
Closing date: November 11, 1977.

London Borough of
Waltham Forest

Deputy Headships Senior Masters/Mistresses

CUMBRIA
EDUCATION COMMITTEE
SCOTBY CHURCH OF ENGLAND SCHOOL
(Group 4; roll 141; four to 11 mixed)
Applications are invited from suitably experienced and qualified TEACHERS for the DEPUTY HEADSHIP of this school.
Application forms obtainable from and returnable to the Assistant Director of Education, Civic Centre, Carlisle, by 7th November, 1977.

PRIMARY SCHOOLS

Headships

SHAFTESBURY JUNIOR SCHOOL,
Shaftesbury Road, London E7 8PF
Roll: 440
Required January, 1978:

HEAD TEACHER

Group 5

Burnham Scales+London Allowance £402+ Social Priority Allowance £201 or £276.

Application forms may be obtained from the undersigned, to whom they should be returned by November 4, 1977.

Education Offices, Broadway, Stratford London E15 4BH — *J. S. WILKIE, M.A. Ph.D. Director of Education.*

LONDON BOROUGH OF NEWHAM

NORFOLK COUNTY COUNCIL

Education Department
Required for Easter, 1978

HEADS for

(1) Colkirk V.A.P. School (Group 1)
(Applicants for this vacancy should preferably be communicant members of the Church of England.)
(2) Fleggburgh V.C.P. School (Group 2)
Application forms and further details obtainable ONLY by sending a stamped, addressed foolscap envelope to County Education Officer, County Hall, Norwich, NR1 2DL.

DEPUTY HEADS for

(1) Hethersett Woodside First School (Group 4)
Application forms and further details obtainable ONLY by sending a stamped addressed foolscap envelope to the Central Area Education Office, Gladstone House, St. Giles, Norwich.
(2) Hethersett V.A. First School (Group 4)
(Applicants should be practising communicant members of the Church of England.)
Application forms and further details obtainable ONLY by sending a stamped, addressed foolscap envelope to the Southern Area Education Office, Canterbury Way, Thetford.
(These are re-advertisements for Deputy Heads, and previous applicants need not re-apply—all applications will be considered together.)
Closing date for all applications—15th November.
Removal expenses payable in accordance with Authority's scheme.

HEADSHIPS

NORTH WEST ESSEX AREA
John Bunyan County Infants School, Lancaster Way, Braintree (Roll 256) Group 5
for this Infants School, with effect from the beginning of the Summer Term, 1978.

NORTH-EAST ESSEX AREA
East Donyland, St. Lawrence C of E Primary School, Church Lane, Rowhedge, Colchester (Roll 145) Group 3
for this Junior Mixed and Infants School, with effect from the beginning of the Summer Term, 1978.

CASTLE POINT & ROCHFORD AREA
Kents Hill County Infants School, Kents Hill Road, Benfleet (Roll 240) Group 5
for this Infants School, with effect from the beginning of the Summer Term, 1978.

BASILDON & BRENTWOOD AREA (READVERTISEMENT)
Hogarth County Infants School, The Riseway, off Hogarth Avenue, Brentwood (Roll 120) Group 4
for this Infants School, with effect from the beginning of the Summer Term, 1978.

Closing date: November 18, 1977.
Application forms and further details obtainable from the County Education Officer, PO Box 47, Market Road, Chelmsford.

Essex County Council

PRIMARY
Deputy Headships continued

GLOUCESTERSHIRE
DEPUTY HEAD TEACHER from 1st January, 1978 for CONEY HILL INFANTS COUNTY PRIMARY SCHOOL, Coney Hill Road, Gloucester. 171 on roll. Group 4. (Social Priority allowance). Re-advertisement, previous applicants considered. Forms from and returnable to the Head Teacher. Enclose self-addressed envelope.

HARINGEY
(Borough of) COLERIDGE INFANTS SCHOOL, Crescent Road, N8 8AT. Required for April, 1978, or earlier if possible. Applications are invited for the post of DEPUTY HEAD TEACHER (Burnham Group 4). This post arises from the promotion of the Deputy Head. London Allowance payable (£402). Removal expenses, 100 per cent allowed. Application forms (S.A.E.) and further details may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned as soon as possible.

LEICESTERSHIRE
OVERDALE INFANT SCHOOL, Eastcourt Road, Leicester LE2 3YA
DEPUTY HEAD required April. Approximately 200 on roll. Group 5. Vacancy due to promotion of present Deputy to a Leicestershire Headship. Details from Head, Mrs R. White.
Apply (no forms) with full particulars and names and addresses of two referees, to the Head by November 11. (S.A.E.)

LIVERPOOL
ST. FINBAR'S R.C. INFANTS AND NURSERY V.P.A. SCHOOL, South Hill Road, Liverpool, L8 9RY
Require for January DEPUTY HEADTEACHER GROUP 3. Application forms obtainable (S.A.E.) from the Director of Education, 14 Sir Thomas Street, Liverpool, L1 6BJ, and returnable by 7th November to Reverend Father Flynn, The Presbytery, Dingle Mount, Liverpool 8.
Quote reference 163/41.

REDBRIDGE
(London Borough of) The London Borough of Redbridge is a pleasant residential area in North East London with easy access to the West End and the Essex countryside. Help will be given in finding accommodation, with legal fees for house purchase, removal and resettlement expenses where appropriate. Outer London Allowance is payable.
CLEVELAND JUNIOR SCHOOL, Cleveland Road, Ilford, Essex IG1 1EW
(Number on roll: 460, Group 7). Applications are invited from suitably qualified and experienced TEACHERS for the post of SECOND MASTER/MISTRESS (Salary Scale, Deputy Head Group 7). An educational priority area allowance is payable.
This post carries specific curricula, organisational, and pastoral responsibilities, and is due to the promotion to Head Teacher of the present holder.
Application forms and further particulars are available from and returnable to J. E. Fordham, B.A., Chief Education Officer, 258/259 High Road, Ilford IG1 1NN.
Closing date 18th November, 1977.

WEST SUSSEX
WESTERN AREA
(Re-advertisement) (Previous applicants will be reconsidered)
MIDDLEHURST C. PRIMARY SCHOOL, School Lane, Selsey, Chichester, Sussex PO20 9EH
Required April, 1978, DEPUTY HEAD (Group 4). Interested and experienced in curriculum development. Vacancy due to promotion. Form and details from Head of the school on receipt of S.A.E. Closing date 18th November, 1977.

WIGAN
(Metropolitan Borough of) ASPULL ST. JOHN THE BAPTIST C.E. JUNIOR SCHOOL, Wigan Road, New Springs, Wigan WN2 1DH
Required for 1st January, 1978 — DEPUTY HEAD TEACHER (Group 3).
Application forms and further particulars available from and returnable to the Head Teacher at the school (S.A.E., please). Closing date 15th November, 1977 (A.55).

Other Posts on Scale 2 and above

BARNET
(London Borough) Required for January, 1978: CHURCH SUBURB J.M. SCHOOL, Childs Way, Golders Green, NW11 6XU (Roll 357). Experienced TEACHER for Third Year Juniors. Scale 2 post available for suitable applicant. Please state educational interests.
WOODCROFT INFANTS' SCHOOL, Goldbeaters Grove, Edgware, HA8 0QF (Roll 230). Experienced and enthusiastic Nursery TEACHER with an interest in early language development. Scale 2 post for suitable candidate. Social Priority Allowance.
Schemes for payment of removal expenses and separation allowances in approved cases.
Application forms (S.A.E.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL, to be returned to the Head Teacher as soon as possible.

CAMBRIDGESHIRE
HUNTINGDON AREA
SAWTRY VILLAGE INFANTS SCHOOL, Middlefield Road, Sawtry, Huntingdon
Required from January if possible INFANT TEACHER, Scale 2, with a particular interest in class drama, to take special responsibility for creative activities in this open plan school. Team teaching situation.
Application forms and further details available from the Head of the school (S.A.E. please).

CROYDON
(London Borough of) BEULAH INFANTS SCHOOL, Furze Road, Thornton Heath, Surrey CR4 8NJ. Tel. 01-653 4916
Tenable: 1st January, 1978
An experienced INFANT TEACHER for a vertically grouped class, who has enthusiasm and ability to teach music.
Salary, Burnham Scale 2, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

CROYDON
(London Borough of) FORESTDALE PRIMARY, Pixton Way, Croydon CR0 9JE. Telephone 01-657 0624
Tenable 1st January, 1978
An experienced CLASS TEACHER required in the Junior Department of this modern school. Interest in girls games would be an advantage, willingness to assist in school journeys would be a recommendation.
Salary, Burnham Scale 2, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

ESSEX
SACRED HEART J.M. & I. SCHOOL (Roll 300) Whitbreme Road, Southend-on-Sea. Tel.: Southend 66052
Post of special responsibility for Infants Scale 2. Required as soon as possible experienced Catholic TEACHER to take charge of Infant Department.
Apply by letter to Headmaster, Mr. B. Hinton.

HAMPSHIRE
COPERNHAM COUNTY JUNIOR SCHOOL, Bramley Close, Woodley Lane, Romsey
Scale II post, first/second year Juniors.
Responsibility for MUSIC.
Curriculum vitae, two referees to Head with S.A.E.

HAMPSHIRE
ST. ANNE'S R.C. PRIMARY SCHOOL, Pinkerton Road, Basingstoke
Required for April 10, 1978. Scale 2—BOYS' WELFARE and GAMES.
Apply in writing, to Head Teacher.

HAMPSHIRE
ST. BEDE'S R.C. PRIMARY SCHOOL (AIDED), Popley Way, Basingstoke
Required for January, 1978. Scale 2—ENGLISH COORDINATOR.
Apply in writing to Head Teacher.

HAMPSHIRE
TOTTON COUNTY FIRST SCHOOL, School Road, Totton, near Southampton
Number on roll 196. Scale 2 CONSULTANT for MATHS. Required April, 1978. Application and curriculum vitae with S.A.E. to Head.

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT
Applications are invited from QUALIFIED TEACHERS for the following posts. GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools admit the full Infant and Junior age range and are County Schools.
Applications for specific posts should be submitted on Form T.1 to the Head Teacher at the address shown, unless otherwise stated. General applications should be submitted to the Divisional Education Officers.

GRAVESHAM DIVISION
KING'S FARM JUNIOR SCHOOL, Windsor Road, Gravesend (Roll 342)
TEACHER required for April, or earlier if possible. Scale 2 post, please state special interests.

MEDWAY DIVISION
MAUNDENE C.P. SCHOOL, Swallow Rise, Princes Avenue, Chatham
TEACHER required from January to be responsible for the development and co-ordination of mathematics throughout the school. Scale 2 post.
Applications to the Headmaster.

TONBRIDGE, MALLING DIVISION
EAST MALLING, ST. JAMES C.P. INFANTS' SCHOOL (Roll approximately 170), Chapman Way, East Malling, Maidstone, Kent
TWO ASSISTANT TEACHERS required for spring term. Vertically group school. Scale post available for MUSIC.
Please send S.A.E. to the Headmistress for application form.

MAIDSTONE DIVISION
ALL SAINTS' C.E. PRIMARY (CONTROLLED) SCHOOL, College Road, Maidstone (Group 4 (Roll 215))
Required January, 1978, TEACHER (Scale 2) for BOYS' PHYSICAL EDUCATION and GAMES. An interest in MATHS desirable. Please state other interests.
Vacancy due to promotion.
Applications to Headmaster (S.A.E. please).

NEWHAM
(London Borough of) COLEGRAVE JUNIOR, Henniker Road, London E15 1JY
Roll: 306
Required January 1978 or as soon as possible thereafter.
Experienced TEACHER with responsibility for BOYS' GAMES and P.E. Scale 2.
Burnham Scales plus London Allowance £402 plus Social Priority Allowance £201 or £276.
Application forms may be obtained from the undersigned and should be returned not later than 11th November, 1977.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NEWHAM
(London Borough of) GURWEN JUNIOR SCHOOL, Clark Street, London E13 0HN
Roll: 301
Required January 1978 or as soon as possible thereafter.
Experienced TEACHER to be responsible for developing and co-ordinating Mathematics throughout the school. Scale 3.
Burnham Scales plus London Allowance £402.
Application forms may be obtained from the undersigned to whom they should be returned not later than 11th November, 1977.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

PRIMARY SCHOOLS

Scale 2 Posts

Teacher of English to Children of Families of Overseas Origin in Primary Schools

Required as soon as possible:

Applications are invited from teachers holding recognised qualifications in teaching English as a Foreign Language (e.g. R.S.A. Certificate or a Diploma) and/or teaching experience in Primary Schools with children between the ages 5 and 8 years.

The work will consist of developing language skills mainly with non-English speaking pupils of Asian origin although there may be some from the Caribbean with regional forms of English.

The successful applicant will be expected to work in infant schools with groups of children withdrawn from normal classes or along side class teachers within the classroom. Scale 2 posts available for successful applicants with appropriate qualifications and experience.

BURNHAM SCALES
plus LONDON ALLOWANCE, £402

Application forms may be obtained from the undersigned and should be returned by 11th November, 1977.

Education Offices, Broadway, Stratford E15 4BH — *J. S. WILKIE, M.A., Ph.D. Director of Education.*

LONDON BOROUGH OF NEWHAM

County of Cleveland

PRIMARY SCHOOLS

SCALE 2 POSTS

COATHAM C. OF E. PRIMARY SCHOOL
Coatham Road, Redcar, Cleveland TS10 1OY

Required for January, 1978, or as soon as possible, a suitably qualified and experienced teacher to be responsible for the development of a major area of the curriculum (e.g., Music, Mathematics).

Financial assistance with household removal expenses is available in approved cases.

Application may be made by letter or on application forms obtainable from the Head Teacher at the address shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teacher within 14 days of the appearance of this advertisement.

BOROUGH OF HARINGEY
EDUCATION SERVICE

ST. PAUL'S (R.C.) J.M. & I. SCHOOL

DEPUTY HEAD TEACHER (GROUP 4)

Required for April, 1978, or earlier if possible.
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher of St. Paul's (R.C.) J.M. & I. School, Bradley Road, Wood Green, N.22. Roman Catholic preferred.

Application forms (s.a.e.) and further details from undersigned, to be returned to Mr. J. Broom, Head Teacher, St. Paul's (R.C.) J.M. & I. School, Bradley Road, Wood Green, N.22, by November 11, 1977.

London Allowance payable £402.
Removal expenses 100 per cent allowed.
The Chief Education Officer, Education Offices, Somerset Road, N17.

PRIMARY
Scale 2 Posts continued

NEWHAM
(London Borough of) ST. FRANCIS R.C. INFANT SCHOOL, Maryland Park, London E15 1HB (Roll 130)
Head Teacher: Miss D. O. Truman
Required, January, 1978, or as soon as possible:—
TEACHER, Scale 2, an interest in music would be an advantage. Applicants should be practising Catholics.
Burnham Scales, plus London Allowance (£402).
Application forms may be obtained from the undersigned to whom they should be returned by 4th November, 1977.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

REDBRIDGE
(London Borough of) The London Borough of Redbridge is a pleasant residential area in North East London with easy access to the West End and the Essex Countryside. Help will be given in finding accommodation, with legal fees for house purchase, removal and resettlement expenses where appropriate. Outer London Allowance payable. Applications are invited from suitably qualified and experienced teachers for the following posts for Easter, 1978:
PARKHILL JUNIOR SCHOOL, Lord Avenue, Clayhall, Ilford IG5 0HH
A TEACHER is required to be responsible for curriculum organisation and development in the Upper School. A Scale 3 allowance is available.
ST. AIDAN'S R.C. JUNIOR SCHOOL, Benton Road, Ilford IG1 4AS
A practising Roman Catholic TEACHER who holds the Catholic Teachers Religious Certificate is required to be responsible for language development and the library. A Scale 2 allowance is available.
Application forms are available from and returnable to J. E. Fordham, B.A., Chief Education Officer, London Borough of Redbridge, 258-259 High Road, Ilford, Essex.
Closing date November 15th, 1977.

RICHMOND UPON THAMES
(London Borough of)
HAMPTON JUNIOR SCHOOL
Percy Road, Hampton, Middlesex
Applications are invited from experienced TEACHERS for appointment in January or thereafter in a Scale 2 post with responsibility for boys' games.
Forms (foolscap S.A.E.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster of the School by 9th November, 1977.

SANDWELL
(Metropolitan Borough of)
WEST SMETHWICK HOME/SCHOOL LINKS PROJECT
Applications are invited for a TEACHER (Scale 2) to join a team working in the West Smethwick area of the borough. The person appointed will be expected to develop out-of-school and holiday activities at the centres covered by the project.
The post is financed under Urban Aid and will terminate in July, 1979. For further information, please telephone Jim Austin 021-558 7380.
Application forms and further details available from and returnable to the Director of Education, Education Department, P.O. Box 41, High Street, West Bromwich, West Midlands B70 8RU.

Remedial Posts

SUFFOLK
COUNTY COUNCIL
REMEDIAL ADVISORY TEACHER (Scale 3).
SOUTHERN AREA
Applications are invited from suitably qualified and experienced TEACHERS for the above post in the Southern Area of Suffolk, based on Ipswich. The vacancy arises in January, 1978, and it is hoped that an appointment will be made as soon as possible after this date.
The person appointed will work under the general direction of the Educational Psychologist(s) in the area and will be required to visit schools to advise on children having specific learning difficulties and to teach small groups of children as appropriate.
Application forms and details are obtainable from the Area Education Officer, Bond Street, Ipswich, IP4 1JR, S.A.E. please, and applications should be returned immediately to the Area Officer.

Scale 1 Posts

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN DIVISION
HOLMER GREEN COUNTY FIRST SCHOOL
Watchet Lane, Holmer Green, High Wycombe HP15 6UG
Roll: 285 boys and girls
Head: Miss H. M. Liddard
ASSISTANT TEACHER required for January, 1978. Reception class experience an advantage. Appointment to be temporary in first instance. London Fringe Area Allowance of £150 per annum payable in addition to Burnham salary.
Application forms and further details available from the Head on receipt of S.A.E.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
LAKES COUNTY FIRST SCHOOL
Bletchley
Required for January, 1978
(a) An experienced class TEACHER with special interest in reading development. Scale 2 post available for suitably qualified and experienced candidate. Subject to the County Council's regulations removal expenses up to £168 and board and lodging allowances will be payable.
(b) Temporary class TEACHER, Scale 1. The permanent holder of the post is taking maternity leave.
The school is situated in the designated area of the new city of Milton Keynes and the Development Corporation is making a number of houses for rent available to teachers appointed to schools within the designated area.
Application forms obtainable from the Head, Lakes County First School, Lakes Way, off Drayton Road, Bletchley, Milton Keynes MK2 3HJ on receipt of a stamped addressed foolscap envelope.

DEVON
BRIXHAM, HIGHER BRIXHAM COUNTY PRIMARY
Chestnut Drive
Experienced Infant TEACHER, Scale 1, required January or April, 1978, for this new semi-open-plan school. An interest in team teaching desirable.
Application forms (S.A.E. foolscap) available from and returnable to Headmistress by 11th November, 1977.

DEVON
TORQUAY UPTON ST. JAMES C.E.(C) PRIMARY
St. James Road
TEACHER, Scale 1, required January, or April, 1978, for Reception Infants.
Application forms (S.A.E. foolscap) available from and returnable to Headmaster. Closing date 11th November, 1977.

ESSEX
ST. JOSEPH'S PRIMARY (Roll 301 boys)
Vaagen Road, Canvey Island
Tel.: Canvey Island 3903
ASSISTANT TEACHER for INFANTS required January, 1978. Applicants should be suitably qualified practising Catholics with a modern approach to infant education for this Group 6 School. E.P.A. Allowance.
Application forms and further particulars may be obtained from the Head of the school to whom completed application forms should be returned.

HARROW
EDUCATION COMMITTEE
NEWTON FARM FIRST AND MIDDLE SCHOOL
Ravenswood Crescent, South Harrow, Middlesex
Tel.: 01-864 8081
TEACHER required immediately for first school (5-8 year age range) in this open-plan school. A lively adaptable teacher to join a team working in a co-operative atmosphere.
Application forms from and to be returned to the Head of the school by 7th November, 1977. (Please enclose stamped addressed envelope).

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from qualified TEACHERS for the following posts, GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools admit the full Infant and Junior age range and are County Schools.
Applications for specific posts should be submitted on Form T.1 to the Head Teacher at the address shown, unless otherwise stated. General applications should be submitted to the Divisional Education Officers.

GRAVESHAM DIVISION
CHANTRY JUNIOR SCHOOL
Ordnance Road, Gravesend (Roll 206)
Required for January, ASSISTANT for third year Junior class with responsibility for MUSIC and training well-established choir. New school. Music room. Possibility of Scale 2 for suitably qualified and experienced applicant.

MEDWAY DIVISION
CHATHAM, MAUNDENE C.P. SCHOOL
Swallow Rise, Princes Avenue
TEACHER required from January for top Infants. Please apply to the Headmaster.
CHATHAM, ST. THOMAS MORE R.C. PRIMARY SCHOOL
Bleakwood Road, Walderslade
A practising Catholic TEACHER will be required for the reception class as from January 1, 1978.
Application forms may be obtained from the school.

SWALE DIVISION
FAVERSHAM, BYSING WOOD COUNTY PRIMARY SCHOOL
Lower Road, Faversham
TEACHER required for top Infants/lower Juniors. Scale 1.
Application forms from the Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne (S.A.E. please).
Closing date 14th November, 1977.

KIRKLEES
METROPOLITAN COUNCIL
COWLERSLEY JUNIOR SCHOOL
Wingate Avenue, Cowlersley, Huddersfield HD4 5UL
Required for January 1978, TEACHER Scale 1 for younger Juniors in the first instance. Willingness to teach throughout the Junior age range essential.
Applicants should specify any special interest.
Application forms (S.A.F.E. please) from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield.

KIRKLEES
METROPOLITAN COUNCIL
MILLBRIDGE C.E. (CONT.) J. AND I. SCHOOL
Hollins Street, Liversedge, WF15 8JP
Required for November, 1977, TEACHER, Scale 1, for Lower Juniors. Ability to assist with older girls' PHYSICAL EDUCATION would be an advantage.
Application forms (S.A.E. please) available from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW.

LINCOLNSHIRE
MOULTON JOHN HARROX C.P. SCHOOL
(Burnham Scale 1, £2,097 to £4,230)
(Roll 210)
For January or April, 1978, TEACHER for Upper Juniors. Interest in cricket, football and physical education an advantage.
Forms from the Divisional Education Officer, County Hall, Boston, Lincs (foolscap envelope "Application—Teacher") and enclose S.A.E. Closing date, 9th November, 1977.
HEIGHINGTON MILLFIELD COUNTY PRIMARY SCHOOL
(Burnham Scale 1, £2,097 to £4,230)
(Number on roll 223)
Required for January, 1978, ASSISTANT TEACHER with interest in Drama or Remedial Work for First Year Juniors.
Application forms on receipt of S.A.E. from the Headmistress at the school, Heighington, Lincoln, to whom they should be returned by 11 November, 1977.

NORTH YORKSHIRE
(County of)
MEADOWSIDE COUNTY SCHOOL
Knaresborough
Required for January, 1978, a young enthusiastic TEACHER (Scale 1) with interest in older juniors. Ability to take boys' games and gymnastics would be an advantage.
Application form (S.A.E. please) obtainable from Area Education Officer, 50 Grove Road, Harrogate, HG1 5EB, to whom completed forms should be returned within [illegible]

NOTTINGHAMSHIRE
ST. LAURENCE C.E. V.A. PRIMARY SCHOOL
Collingwood Road, Long Eaton, Notts.
Group 4 (rising to Group 5)
Required from January, 1978, MUSIC TEACHER, capable of producing operas, etc. Class teaching Infants. Scale II available for suitable applicant.
Application forms and further details from the Headteacher. Closing date for applications 20th November.

SUTTON
(London Borough of) FORESTERS PRIMARY SCHOOL, Redford Avenue, Harrow Way, Wallington, Surrey
An INFANT TEACHER, Scale 1, is required for this new open-plan school. Ability to play the piano an advantage.
Applications available from Head of school. Closing date 11 November, 1977.

WALTHAM FOREST
(London Borough of) EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
WOODSIDE INFANTS SCHOOL, Wood Street, London E17 3JX
Headmistress, Mrs. H. Kelley
Required for 1st December, 1977
Scale 1 post, qualified Nursery TEACHER to take charge of Nursery Class.
London Allowance £397 per annum and social priority allowance payable.
Closing date: 11th November, 1977.
Application forms (enclose S.A.E.) obtainable from and returnable to the Chief Education Officer, Municipal Offices, High Road, Leyton E10 5QJ.

WEST SUSSEX
SOUTHERN AREA
HENFIELD C.E. (AIDED) PRIMARY SCHOOL
Fabians Way, Henfield
Required January/April: experienced TEACHER for Upper Juniors. Scale 1.
Form from Area Education Office, 15 Mill Road, Worthing, on receipt of foolscap S.A.E., returnable to Headmaster of school.

WILTSHIRE
CHIPPENHAM, IVY LANE JUNIOR SCHOOL
Chippenham, Wilts. SN15 1HE
Number on roll 422
Group 6
Scale 1 TEACHER required from January, 1978, if possible, for the third year Infants. Possibility at a later date to take first and second year mixed Infants. Ability to play piano advantage, and able to take own class in school learner swimming pool essential.
Written letter of application to be sent to the Head Teacher stating age, giving particulars of education, training and experience and also the names and addresses of two referees. Candidates who have not heard by the end of November can assume their application unsuccessful.

Appointments in Scotland

BORDERS REGIONAL COUNCIL
PRIMARY SCHOOLS TEACHING POST
TEACHER OF CLASS PRIMARY VII
ST. MARGARET'S R.C. SCHOOL
Hawick
(Sister Mary Ian, Head Teacher) Hawick 3478
Those who have recently made application for a teaching post need not reapply but will be automatically considered.
Applications are invited from suitably qualified and registered TEACHERS for the above post.
Application forms may be obtained from the Head of Personnel and Management Services, Regional Headquarters, Newtown St. Boswells. TD6 0SA. Completed forms should be returned to the Director of Education not later than Monday, 7 November, 1977.

Middle School Education

Headships

HAMPSHIRE
PORTSMOUTH AREA
ST. GEORGE'S C. OF E. MIDDLE SCHOOL
Required as soon as possible:
HEAD TEACHER—Group 6.
S.A.E. for form and details to the Area Education Officer, 17-18 Western Parade, Portsmouth PO5 3JD.
Closing date: November 11.

By Subject Classification

Mathematics

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER, ALLHALLOWS C.E. MIDDLE SCHOOL
Avery Way, Allhallows
Fourth Year COORDINATOR to be responsible for MATHEMATICS throughout the school. Scale 3.
Applications by letter giving curriculum vitae and special interests to reach the Headmistress not later than 3rd November, 1977.

Speech and Drama

Scale 1 Posts

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER, ALLHALLOWS C.E. MIDDLE SCHOOL
Avery Way, Allhallows
Required as soon as possible a GENERAL SUBJECTS TEACHER with special interest in Drama.
Applications by letter giving curriculum vitae and special interests to reach the Headmistress not later than the 3 November, 1977.

Technical Studies

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER, CLIFFE WOODS MIDDLE SCHOOL
Cliffe Woods, Cliffe
TEACHER required from January, 1978, for this new Middle School (nine to 13 years) as specialist with HEAVY CRAFTS to be HEAD of DEPARTMENT Scale 3 post.
Applications to the Headmaster.

Other than by Subject Classification

Scale 1 Posts

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER, ALLHALLOWS C.E. MIDDLE SCHOOL
Avery Way, Allhallows
Required as soon as possible a GENERAL SUBJECTS TEACHER with special interest in Drama.
Applications by letter giving curriculum vitae and special interests to reach the Headmistress not later than the 3 November, 1977.

KIRKLEES
METROPOLITAN COUNCIL
CHICKENLEY MIDDLE SCHOOL
Princess Road, Chickenley, Dewsbury WF12 8QT
Required for January 1978 Temporary TEACHER, Scale 1, for 2nd year Group (9-10 years) during the absence of a member of staff on maternity leave. Experience in a slow-learner situation would be an advantage.
Application forms and further particulars (S.A.E. please) from the Head Teacher at the school.

Secondary Education

Headships

CAMBRIDGESHIRE
PETERBOROUGH AREA
JOHN MANSFIELD GIRLS' SCHOOL (11-18)
Western Avenue, Peterborough PE1 4HX
HEADSHIP, Group 9 (School roll 672)
Required for Easter, 1978:
Applications are invited from suitably qualified and experienced TEACHERS for the HEADSHIP of this well established school in the Western part of the City.
There is a possibility of assistance being given with housing in appropriate cases.
Further details and an application form are available from the Senior Area Education Officer, Education Offices, Town Hall Close, City Road, Peterborough, PE1 1RU (S.A.E.), and should be returned by 7th November, 1977.

DEVON
TAVISTOCK SCHOOL
Crowndale Road, Tavistock, Devon (Group 13)
(Comprehensive, co-educational, 1,780 on roll)
Applications are invited from suitably qualified and experienced TEACHERS for appointment as HEAD TEACHER of this Group 13 School to commence April, 1978.
Application forms and details from Area Education Officer, Civic Centre, Plymouth (stamped addressed envelope) returnable to him within 14 days of the appearance of this advert.

SUFFOLK
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced TEACHERS for the following post vacant from September, 1978:
HEADMASTER/HEADMISTRESS
BECCLES, SIR JOHN LEMAN HIGH SCHOOL
(Group 11)
(Age range 13 to 18 years)
Application forms and further details obtainable from the County Education Officer, Education Office, Grimwade Street, Ipswich (stamped, addressed envelope, please) to be returned by November 9, 1977 (Ref. KLG).

SUFFOLK
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced TEACHERS for the following post:
HEADMASTER/HEADMISTRESS
A new Upper School in Haverhill (opening in September, 1978)
Group 10
Age range 13 to 18 years
Application forms and further details obtainable from the County Education Officer, Education Office, Grimwade Street, Ipswich (stamped addressed envelope, please) to be returned by November 9th, 1977 (Ref. KLG).

Deputy Headships Senior Masters/Mistresses

ESSEX
ST. PETER'S HIGH SCHOOL
(Roll 1,440)
(11 to 19 all through Comprehensive School)
Southminster Road, Burnham-on-Crouch
Tel.: Maldon 782377
SECOND DEPUTY HEAD
Required for Summer Term, 1978, to work in close liaison with the Headmaster and First Deputy. Pastoral care of pupils will be a prime responsibility but administrative skills and management techniques are of equal importance.
Well qualified trained teachers with a minimum of 10 years teaching experience, able to make a significant contribution in a major subject area, invited to send S.A.E. for an application form and further details of the post to the Headmaster of the school as soon as possible.

HAMPSHIRE
ITCHEN COLLEGE
Deacon Road, Southampton SO9 5AX
(16-19 Open Access)
Number on roll, 700)
Required for Easter, 1978:—
DEPUTY HEAD—Group 11.
S.A.E. to Head for further details by 4th November.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
HERTFORDSHIRE AND ESSEX HIGH SCHOOL
Warwick Road
Bishop's Stortford, Herts CM23 5NJ
(1615 on roll, including 165 in Sixth Form)
Applications are invited from well-qualified and experienced GRADUATES for the post of DEPUTY HEAD from September, 1978. This school was until recently a three-form entry girls' grammar school and is now increasing its size and ability range of its intake.
The Governors are seeking a person of sound academic calibre, keenly interested in playing a vital role in the running and development of the school.
Burnham Group 10 plus London Fringe Allowance. Letters of application (no forms), together with curriculum vitae and the names of three referees, should be sent to the Headmistress, from whom further information is available (S.A.E. please).

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
RIVERSMEAD SCHOOL, College Road, Cheshunt, Herts.
11 to 18 all ability, 840 pupils (mixed)
DEPUTY HEAD TEACHER—Group 10 (plus London fringe allowance).
Applications are sought from suitably qualified and experienced teachers for the post of Deputy Head (Pastoral). The post falls vacant upon the retirement of the present holder in April, 1978. The responsibilities include sharing with the Head and the Deputy Head (Curriculum) in the senior management of the school, taking special responsibility for pastoral care, welfare and discipline including superintending the pastoral consultative structure of the school and certain aspects of the day to day administration of the school.
The successful applicant will have demonstrated successful teaching and organising abilities and have experience of working in the pastoral aspects of schools.
Further details of the school and of the post can be obtained by writing to the Headmaster at the school, to whom applications should be made no later than November 21.
Apply by letter with curriculum vitae and the names and addresses of two referees.

COLLEGE HEATH MIDDLE SCHOOL
Mildenhall

Group 7

Applications are invited for the following key positions at this new purpose built 9-13 Middle School which opened this September with children in the 9-plus age group.

1. Deputy Head Teacher

Applicants should have a wide range of interests throughout the curriculum and a clear understanding of the needs of children in the middle years.

2. Head of Year 2 (Scale 3)

To develop the curriculum for the second year. Interests in teaching French, in Remedial Education or in the development of a Resources Centre desirable.

Appointments will take effect from 1st September, 1978. Further details and forms of application may be obtained (stamped addressed foolscap envelope please) from the Headmaster, College Heath Middle School, College Heath Road, Mildenhall, Suffolk. (Tel.: Mildenhall 715748.)

Suffolk County Council

COUNTY OF SOUTH GLAMORGAN

Required for January 1978 unless otherwise stated.

PRIMARY

HEAD TEACHER: GROUP 5 JUNIOR SCHOOL
(present roll: 300 pupils)
LLANDAFF CITY C/W PRIMARY SCHOOL

AMENDED ADVERTISEMENT

The Managers invite applications from qualified and experienced teachers, who are practising members of the Anglican Communion. The school is situated in new buildings which came into use in 1967, and is within the Cathedral Parish of Llandaff. The Managers are anxious to appoint a progressive and energetic Head Teacher, sympathetic to the religious ideals of the school, to take up duties in January 1978, or as soon as possible afterwards.

SECONDARY

CANTONIAN HIGH SCHOOL, CARDIFF
(11-18 Comprehensive) 10 Form Entry
FRENCH: Scale 1
This is a temporary appointment for the period of absence of a teacher on Maternity Leave.

GLYN DERW HIGH SCHOOL, CARDIFF
(11-18 Comprehensive) 7 Form Entry
FRENCH: Scale 1
Required for February or April 1978, teacher of French, graduate preferred, to share the subject to C.S.E. and "O" Level, with some "A" Level work. Social Priority Allowance payable, plus the possibility of a Scale II Allowance for a suitably qualified and experienced applicant.

LLANILLTUD FAWR COMPREHENSIVE SCHOOL, LLANTWIT MAJOR
(11-18) 8 Form Entry
MATHEMATICS: Scale 2.
Required for April 1978 or earlier if possible. To teach the subject throughout the school to "O" and "A" levels. Ability to assist in the teaching of statistics would be an advantage. Previous applicants will be considered.

BISHOP HANNON R.C. HIGH SCHOOL, CARDIFF
(11-18 Comprehensive) 4 Form Entry
ENGLISH: Scale 1.
Teacher of English, interest in slow learners desirable.

Application forms may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope, to whom completed forms should be returned within 10 days of the appearance of this advertisement.
F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

Somerset

BISHOP FOX'S GIRLS GRAMMAR

TAUNTON

Currently 11-18 with 963 on roll, but becomes one of five 11-16 schools serving the area upon re-organisation of secondary schools in September, 1978.

For April, 1978

HEAD

of this group 9 or 10 school.

Application form and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton. Closing date, Monday, 7th November, 1977.

COUNTY OF

NORTH YORKSHIRE

BEDALE SCHOOL (GROUP 9)

Applications are invited from suitably qualified men and women for the appointment as

HEAD

of this coeducational comprehensive school for pupils aged 11 to 16. The post falls vacant on the retirement of the present Head on August 31, 1978. The school, which serves the market town of Bedale and the surrounding rural area, has a roll of about 700 pupils and is accommodated in modern buildings with playing fields on site.

Further details and application form (returnable by November 14, 1977) are obtainable on receipt of stamped addressed envelope from the County Education Officer, Room 143, County Hall, Northallerton DL7 8AE.

Thurrock Area

Torells (Comprehensive 11-16 years) School, Buxton Road, Little Thurrock, Grays

(Roll 1205) Group 11

Head

for this school with effect from the beginning of the Summer Term, 1978.

Closing date: November 18, 1977.

Application forms and further particulars of this post may be obtained from the County Education Officer, PO Box 47, Market Road, Chelmsford.

Essex County Council

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headship

Eckington School–Group 10

Applications are invited for the Headship of the new 11-18 Comprehensive School which will open in September, 1978, with an expected 8 form entry intake. It is hoped to appoint a Head from the beginning of the summer term. Eckington is on the NE border of the county six miles NE of Chesterfield.

Application forms and particulars (S.A.E. foolscap, please), from the Director of Education, County Offices, Matlock, Derbyshire, DE4 3AG, returnable by November 11, 1977.

DERBYSHIRE County Council

SECONDARY
Deputy Headships
continued

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
SOUTH HUNSLEY SCHOOL
Melton, North Ferriby, North Humberside

Group 11, 1,645 on roll, including 135 in the Sixth Form.

Required for September, 1978, or earlier if possible, a SECOND MASTER/MISTRESS (deputy head scale). Candidates should have strong academic qualifications and a background of successful and varied experience in comprehensive schools. In addition, they should be able to bring to the senior management team sound organisational and administrative skills coupled with energy and enthusiasm. The detailed responsibilities of the successful candidate will be tailored to suit both individual preferences and the needs of the school.

Set in pleasant rural surroundings eight miles west of Hull, this fully comprehensive 11 to 18 co-educational school occupies fine modern buildings which provide excellent facilities for study.

Further details and application forms are available from the headmaster of the school (S.A.E. please) to whom application forms should be returned by 21st November, 1977.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following post:—

ROLAND GREEN COMPREHENSIVE SCHOOL
Coronation Avenue, Wilford
Nottingham NG11 7AD

Mixed: 779 (11 to 18)

Headmaster, A. U. Richards B.Sc.

For April, SECOND DEPUTY HEAD TEACHER (Group 10) of good experience and qualifications as DIRECTOR OF STUDIES to promote the academic life of the school.

Further details available from the Headmaster.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

RICHMOND UPON THAMES
(London Borough of)

ORLEANS PARK SCHOOL
(11-16 Mixed Comprehensive 700 on roll)
Richmond Road, Twickenham, TW1 3BB, Middlesex

Applications are invited from well-qualified and experienced GRADUATES for the post of SECOND MASTER/MISTRESS of this Group 10 school which opened in purpose-designed accommodation in September, 1973.

The successful applicant will share with the Head and two male Deputies, the management and organisation of the school and will assume overall responsibility for girls' welfare.

Outer London Allowance of £207 and supplements payable.

Forms and further details (foolscap S.A.E.) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable by 11th November, 1977.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
THE COUNTESS OF DERBY HIGH SCHOOL
(Group 9, 11 to 16 Comprehensive. Approximately 700 on roll)
Browns Lane, Bootle, Merseyside L30 8RN

Headmaster: J. M. Renham, M.Ed., F.R.G.S.

Required for May, 1978, DEPUTY HEAD TEACHER with responsibility for timetable, curriculum and the sound maintenance and development of academic work.

Application forms and further details are available on receipt of a S.A.E. from the Headmaster of the school, and should be returned within 14 days of the appearance of this advertisement.

SOMERSET
THE BLAKE SECONDARY
Bridgwater
(11 to 18 mixed comprehensive, 935)

For January 1978, or as soon as possible, HEAD OF LOWER SCHOOL, scale 4. The successful candidate will be responsible for the Pastoral Organisation of the Lower School with special responsibility for the first year. The person appointed will also have had considerable Pastoral experience, as this post involves close liaison with outside agencies and schools in the catchment area.

Apply in writing with S.A.E. to the Head at the school.

Closing date 5th November, 1977.

Remedial Posts

Other Posts on Scale 2 and above

DEVON
PLYMOUTH—AREA REMEDIAL TUTOR
Re-advertisement

Applications are invited for the post of AREA REMEDIAL TUTOR for the Plymouth area, to teach and advise on slow learning children in Primary and Secondary Schools. Opportunities to cooperate with present team in developing original material. Relevant experience and specialist qualifications essential. Scale 3 post.

Application forms from Area Education Officer, Civic Centre, Plymouth, to whom they should be returned as quickly as possible.

Scale 1 Posts

DEVON
EXMOUTH (COEDUCATIONAL COMPREHENSIVE) SCHOOL
(Roll 2,500)

Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER to join the REMEDIAL EDUCATION DEPARTMENT teaching a special class of less able pupils.

Scale 1 post.

The successful applicant will be expected to take up the appointment in January or April, 1978.

Application forms (S.A.E. please) from Headmaster, Exmouth School, Gipsy Lane, Exmouth, returnable as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following post:—

PLAYER COMPREHENSIVE SCHOOL
Ogdenwood Crescent
Bilborough, Nottingham

Mixed 1,100

Headmaster, D. F. Dowell

For January, REMEDIAL TEACHER (Scale 1) to join a strong Remedial Department.

Social Priority Allowance payable.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

WANTED.—Remedial Teacher, London area for Children's Charity.—Phone: 979 0716.

By Subject Classification

Art and Design

Heads of Department

LONDON, S.E.22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, S.E.22

Required in January, 1978:

ASSISTANT TEACHER to take charge of the teaching of ART throughout the school up to Ordinary and Advanced Level. Ability to teach Pottery essential. The school has well-equipped Art and Craft Rooms.

Salary, London Burnham Scale according to qualifications and experience with Government Superannuation.

Apply to the Head Mistress enclosing copies of two testimonials and the names of two referees.

Other Posts on Scale 2 and above

LINCOLNSHIRE
NORTH SOMERCOTES
JOHN OLDKNECK HIGH SCHOOL
Keeling Street, North Somercotes, Louth, Lincs LN11 7PN
(Group 7) number on roll 379)

ART TEACHER required for January or April, 1978. Scale 2. Sole charge of Department, some part-time help. C.S.E. "O" level Art. Design and Pottery well established.

John Oldkneck High School (one of four schools in the Louth Plan) has pupils aged 11-14 mixed, the first three years being comprehensive and is situated in pleasant surroundings on the coast ten miles east of Louth.

S.A.E. to Headmaster for further particulars and application form. Closing date 11th November, 1977.

MERTON
(London Borough of)
EDUCATION COMMITTEE
PELHAM HIGH SCHOOL
Southey Road, Wimbledon
SW19 1NU

Headmaster: Mr C. W. Osund, M.A.

Age range: 13 to 18 years (mixed)

Required for the Summer Term, or from January, if possible, an experienced and well-qualified TEACHER of ART to be Head of Subject, within the Department of Art, Craft and Design. This is a Scale 3 Post, but a Scale 4 salary would be available for an outstanding candidate with the right experience.

London Allowance £402. Legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.

Application forms available from the Headmaster, on receipt of a stamped addressed envelope, to whom the forms should be returned by 9th November, 1977.

Scale 1 Posts

GLOUCESTERSHIRE
CHOCKWORTH SCHOOL
(11 to 18 Comprehensive, 1,075 on roll)

Wanted as soon as possible, TEACHER to work in ART DEPARTMENT, and preferably also TECHNICAL DEPARTMENT. Particular experience in pottery, 3D work or other crafts looked for. Purpose-built Art and Technical blocks.

Applications in writing as soon as possible to Headmaster, Brockworth School, Mill Lane, Brockworth, giving Curriculum Vitae, names of two referees and reasons for applying for post. Closing date 15th November.

GLOUCESTERSHIRE
CANNOR'S SCHOOL
Fairford
Comprehensive, 700 pupils, 11 to 18

TEACHER required in January to teach ART at all levels including Sixth Form work. Subsidiary English and History with first-year classes will also be required.

Apply by letter to the Headmaster enclosing S.A.E.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION

VINTERS BOYS' SCHOOL
Huntsman Lane, Maidstone
(820 on roll: comprehensive intake)

Required for January, 1978, a GRADUATE ART TEACHER who must be a specialist in GRAPHIC and TEXTILE PRINT MAKING, to teach to "O" and "A" level standards in this school, delightfully set in forty acres of woodland and playing fields.

Facilities, such as a dark room with photographic equipment, for the development of photo-silk-screen printing and a vacuum bed, are available.

Letter of application and the names of two referees to the Headmaster (S.A.E.).

KNOWSLEY
(Metropolitan Borough of)
ST. EDMUND ARROWSMITH R.C. COMPREHENSIVE SCHOOL
Scotchbarn Lane, Whiston, Prescot, Merseyside L35 7JD
(760 boys and girls)

For January, 1978, ART, Scale 2 available for suitably qualified and experienced teacher.

For application forms and further details send S.A.E. to Headmaster.

KNOWSLEY
(Metropolitan Borough of)
ST. EDMUND ARROWSMITH R.C. COMPREHENSIVE SCHOOL
Scotchbarn Lane, Whiston, Prescot, Merseyside L35 7JD
(760 boys and girls)

For January, 1978, POTTERY/LIGHT CRAFT, Scale 2 available for suitably qualified and experienced teacher.

For application forms and further details send S.A.E. to Headmaster.

LONDON BOROUGH OF ENFIELD
EDUCATION COMMITTEE
ST. ANGELA'S R.C SCHOOL FOR GIRLS,
Oakthorpe Road, Palmers Green, London N13 5PY

Group 11

HEAD TEACHER

Applications are invited for this post which will become vacant in September, 1978.

This School is the Upper Tier (14-19) of a new seven-form-entry Comprehensive Girls' School established in 1974. Present roll 880, including 240 in Sixth Form.

Applicants must be practising Roman Catholics with appropriate qualifications and experience.

London Allowance payable £297 per annum.

Consideration given to assistance with removal and relocation costs, temporary housing and a two homes allowance.

Further information and application forms (stamped addressed envelope) from the Clerk to the Governors at the above address, to whom they should be returned by November 17, 1977.

County of Cleveland

SECONDARY SCHOOL

HEAD TEACHER

ORMESBY SCHOOL (GROUP 10), (Roll 938)
Stockwith Close, Netherfields, Middlesbrough,
Cleveland, TS3 0RG
(Tel.: Eston Grange 58845)

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER of this 11-18 Comprehensive School. The vacancy arises owing to the promotion of the present Head Teacher as from 1st January, 1978.

There is a considerable degree of integration with a school for physically handicapped children which is directly linked to the Ormesby School.

Financial assistance with household removal expenses is available in approved cases.

Forms of application and further details are obtainable from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN, and should be returned by not later than 18th November, 1977.

Metropolitan Borough of

SEFTON

Education Committee

Applications are invited for the following

DEPUTY HEADSHIPS

(Group 10)
for High Schools (11-18) formed on secondary school reorganisation in Southport.

Required for September, 1978

Greenbank High School for Girls which will be formed from the existing maintained girls' grammar school. The school will admit its first non-selective intake in September, 1978.

The responsibilities of this post include all aspects of staff and pupil welfare, day to day administration and general discipline within the school.

Birkdale High School for Boys which will be formed from the existing maintained mixed secondary modern school. The main responsibilities of this post will include boys' welfare and discipline and examinations.

Meols Cop High School (Mixed) which will be formed by the amalgamation of an existing boys' secondary modern school with an adjacent girls' secondary modern school. The responsibilities of the post will include day to day administration and planning of the pastoral care organisation in the school with particular responsibility for girls' welfare and discipline.

Required for 1st May, 1978

DEPUTY HEADSHIP

of Meols Cop High School with principal responsibility as Director of Studies. Other responsibilities will include examinations and compilation of the timetable.

Application forms and further details of all these posts are available from the Chief Education Officer, Burlington House, Crosby Road North, Waterloo, Liverpool L22 0LG, upon receipt of a s.a.e. Completed application forms should be returned by 14th November, 1977.

SECONDARY
Art and Design
continued

MERTON
(London Borough of)
EDUCATION COMMITTEE
PELHAM HIGH SCHOOL
Southey Road, Wimbledon,
SW19 1NU

Headmaster, Mr. C. W. Osund, M.A.

Age range 13 to 18 years (mixed)

Telephone: 01-542 4558

Required January, 1978, a TEACHER of ART, Scale 1. Temporary appointment for one term only.

London allowance £402.

Write to the school enclosing a stamped addressed envelope for an application form which should be returned by 9th November, 1977.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following post:—

HENRY MELLISH COMPREHENSIVE SCHOOL
Highway Vale, Bulwell
Nottingham NG6 9DS

Headmaster: H. S. Strutt, M.A.
Mixed, 775

For January, ART SPECIALIST (Scale 1) with special interest and ability for pottery, to teach subject to "O" level and C.S.E. standard. Scale 2 available to suitable applicant.

Applications (no forms) to the Headmaster, with names of two referees as soon as possible.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE

The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.

Required for January, 1978:
CONNAUGHT HIGH SCHOOL FOR GIRLS
Connaught Road, London E11 4AO
Head Teacher: Mrs. P. B. Browne

Temporary ART TEACHER (required for this Girls Comprehensive High School due to maternity leave 1850 on roll, 11-14 years). Well equipped Department.

Closing date: 9th November, 1977.

Application forms obtainable on receipt of S.A.E. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5Q1.

WEST SUSSEX
SOUTHERN AREA
KINGS MANOR SCHOOL
Shoreham-by-Sea
(Mixed Comprehensive: 200 in Sixth Form)

Required January/April, well qualified TEACHER of ART and CRAFT, primarily for Lower School (13 to 14 years).

Details and form from Headmaster on receipt of stamped addressed foolscap envelope.

Commercial Subjects

Scale 1 Posts

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM DIVISION

RAINHAM SECONDARY GIRLS' SCHOOL

Applications are invited from newly qualified or experienced TEACHERS for the post of teacher of COMMERCE to include PRINCIPLES of ACCOUNTS and SPECIALIST OFFICE PRACTICE and OFFICE SKILLS.

Application form available from Miss A. Saunders, Headmistress, Rainham Secondary Girls' School, Derwent Way, Rainham, Kent.

MERTON
(London Borough of)
EDUCATION COMMITTEE
ROWAN HIGH SCHOOL FOR GIRLS
Rowan Road, SE16 5JF

Headmistress: Mrs D. O. Haugh

Required for January 1978 in this girls' 13 to 18 Comprehensive School, a TEACHER of BUSINESS STUDIES. Courses lead to C.S.E., R.S.A., and Pitman examinations. There is a strong Sixth Form Business Studies Course. Ability to teach shorthand would be an advantage.

London Allowance £402. Legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.

Application forms available from the Headmistress on receipt of a stamped addressed envelope, to whom the forms should be returned by 9th November, 1977.

WIGAN
(Metropolitan Borough of)
GOLBORNE COMPREHENSIVE SCHOOL
Lowton Road, Golborne
Warrington WA3 3EL
(11 to 18 mixed)

Required for January 1, 1978, Full-time or part-time TEACHER of TYPING and COMMERCIAL SUBJECTS.

Application forms and further particulars available from and returnable to the Headteacher at the school (S.A.E., please). Closing date: November 9, 1977 (A43).

Domestic Subjects

Heads of Department

BRENT
(London Borough of)
WILLESDEN HIGH (MIXED) SCHOOL
Doyle Gardens, NW10 3ST
Roll: 1,600. 11 to 18

Required as soon as possible for this Comprehensive School:

HEAD of HOME ECONOMICS DEPARTMENT (excluding needlework), Scale 3 or 4 post according to experience and qualifications. Candidates should be able to create interest and enthusiasm among pupils from a wide variety of ethnic backgrounds. The school has well equipped domestic science rooms.

There is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances.

Application forms (S.A.E.) obtainable from the Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW, returnable within 10 days.

BROMLEY
(London Borough of)
THE WALSINGHAM SCHOOL
Chipperfield Road, Orpington, Kent
(11 to 18; seven-form entry)
(Coeducation; comprehensive)
(Telephone: 01-300 1288)

Required for January or April, 1978, a HEAD of HOME ECONOMICS DEPARTMENT.

A TEACHER of experience is sought who is interested in carrying on and extending the present range of examinations for C.S.E. and G.C.E. and who is keen to develop real links within the art and design subject area.

A Scale 3 post is available for a suitably qualified applicant.

The department has custom-built and well-equipped rooms. The school was reorganised and admitted its first comprehensive intake in September, 1974; it has fine buildings, dating from the early fifties and is situated on an attractive 24-acre site.

Removal and other expenses payable in approved cases.

Applications should be made by letter or telephone to the Headmaster, Mr. R. E. Wilkinson, M.Ed., B.Sc., M.Inst.P., at the school, giving details of qualifications and experience, together with the names and addresses of two referees. Further details will then be sent.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following post:

PEVERIL COMPREHENSIVE SCHOOL
Hobins Wood Road, Aspley,
Nottingham, NG8 3LD
Headmaster:
J. J. F. Robinson, M.A.
Mixed: 700 (11-16)

For January, HEAD of NEEDLEWORK DEPARTMENT (Scale 2) who will also be expected to teach some Domestic Science. Ability and willingness to help with girls' games an advantage.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION

HIGHSTED SCHOOL FOR GIRLS
Highsted Road, Sittingbourne,
Kent ME10 4PT
(Academic Upper School, formerly Sittingbourne Girls' Grammar School).

Wanted for January, HEAD of HOME ECONOMICS and NEEDLEWORK Department. For a suitably qualified candidate this post will carry a Scale 2 allowance.

Applications, accompanied by copies of two recent testimonials and the names and addresses of two referees should be sent immediately to the Headmistress at the School.

SOMERSET
CHILTON TRINITY SECONDARY
Bridgwater
(11 to 16 raised comprehensive, 1,060 on roll)

For April, 1978, or earlier if possible, TEACHER in charge of NEEDLEWORK, Scale 2.

Application form and details (S.A.E.) from the Head at the school.

Closing date: 7th November, 1977.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
KETTLETHORPE HIGH SCHOOL
(920 pupils on roll)

Required as soon as possible, TEACHER of HOME ECONOMICS (Scale 2 for suitable applicant) to work in the Integrated Design Area.

Requests for application forms and further details (accompanied by a S.A.E.) should be addressed to The Education Department, 8 Bond Street, Wakefield, to be returned as soon as possible.

Scale 1 Posts

BEXLEY
(London Borough)
BLACKFEN SCHOOL FOR GIRLS
(Roll 886)
Tel. No.: 01-303 1887

TEACHER to join well established Department offering courses to C.S.E., "O" and "A" levels. Required as soon as possible. Further details from School. Closing date Monday, 14th November, 1977.

L.A.A. £297. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

Application forms available from and returnable to: Chief Education Officer for Schools (T), Town Hall, Crayford, Kent. An S.A.E. (foolscap) should be sent with the request for an application form. If acknowledgement is required, a further S.A.E. should be enclosed. No further communication will be made unless applicants are called for interview.

DORSET
KEMP WELCH SCHOOL
Herbert Avenue, Parkstone, Poole
(1,500 pupils, mixed, aged 12 to 16)

Required January 1 to August 31, 1978: TEACHER of HOME ECONOMICS and/or NEEDLEWORK (17½ hours per week).

Please write (foolscap S.A.E.) or telephone school (Parkstone 745500) for details and application form. Closing date, November 11.

ESSEX
FRYERNS SCHOOL
(Roll 1,450)
Craylands, Basildon, SS14 3RN
Tel.: Basildon 25111
HOME ECONOMICS

Required February, 1978, TEACHER for HOME ECONOMICS (possibly some Needlework). Mixed ability group work to Year 3; setting for G.C.E., C.S.E. London Fringe Allowance of £160 per annum payable.

Please apply by letter, enclosing two stamped addressed envelopes (for acknowledgement of receipt and notification of result of application).

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following post:

HALLCROFT SECONDARY GIRLS' SCHOOL
West Carlton, Retford,
Notts, DN22 7LN
Headmistress, Mrs. B. F. E. Coxon-Butler, B.Sc.
(Girls: 800)

For Easter, or earlier if possible, TEACHER (Scale 1) for COOKERY to "O"/C.S.E. "O"; some NEEDLEWORK and ART to junior forms. Enthusiasm to motivate slow-learners as well as more able important.

Hallcroft designated to reorganise co-educationally September, 1978. Appointment temporary for one form in the first instance.

Applications (no forms) to the Headmistress, with names of two referees as soon as possible.

REDBRIDGE
(London Borough of)
WANSTEAD HIGH SCHOOL
Redbridge Lane West E11 2JZ
Head, Mrs. P. M. C. Taylor M.A. (Cantab)
Telephone: 01-989 2791

Suitably qualified and experienced TEACHER of HOME ECONOMICS (Scale 1) required for January, 1978, in this well-established 11 to 18 mixed comprehensive school (1,600 on roll and 270 in the Sixth Form) to teach the subject throughout the School up to C.S.E. or above, also DRESS and TEXTILES in the Junior part of the School. The Department is integrated and organised in a mainly open-plan area.

Outer London Allowance is payable.

Further details are available from the Head Teacher of the School, to whom applications by letter should be sent as soon as possible giving details of age, education, qualifications and experience together with the names of two referees.

SUTTON
(London Borough of)
NONSUCH HIGH SCHOOL FOR GIRLS
(Over 860 girls including 200 in Sixth Form)
Ewell Road, Cheam, Surrey

Required for January, 1978, a well-qualified TEACHER to share in the teaching of HOME ECONOMICS throughout the School to Advanced Level and Homecraft including Needlecraft at least in the first three years. A temporary appointment for the Spring and Summer Terms of 1978 would be considered.

Apply by letter to the Headmistress at the School as soon as possible giving curriculum vitae, testimonials and the names of two referees.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
MINSTHORPE HIGH SCHOOL AND COMMUNITY COLLEGE
(1,300 pupils on roll, 13 to 18 years)

Required January 1978, Scale 1 TEACHER of NEEDLEWORK/CRAFT courses leading to C.S.E. and "O" level with some sixth form work.

Requests for application forms and further details (accompanied by a S.A.E.) should be addressed to The Education Department, 8 Bond Street, Wakefield, to be returned as soon as possible.

Economics

Other Posts on Scale 2 and above

HERTFORDSHIRE
ST. MICHAEL'S ALL ABILITY R.C. BOYS' SCHOOL
Sandown Road, Stevenage, Herts.
Telephone: Stevenage 2981
(Group X School)

Required January or as soon as possible thereafter, GRADUATE to teach ECONOMICS with subsidiary Geography.

Scale 2 post for a suitably qualified and experienced person.

Write or telephone the Headmaster with curriculum vitae and the names of two referees.

Scale 1 Posts

BUCKINGHAMSHIRE
WYCOMBE DIVISION
SIR WILLIAM BORLASE'S SCHOOL
Marlow
Founded 1624
(Number on roll: 530 boys, 150 in Sixth Form)
Headmaster, R. R. Smith, M.A.

Qualified GRADUATE required immediately to teach ECONOMICS in the Sixth Form. Ability to offer Geography an advantage.

Removal expenses up to £150 and housing allowance pending removal are payable in approved cases.

Applications by letter to the Headmaster as soon as possible, with stamped return envelope please.

English

Heads of Department

EAST SUSSEX
COUNTY COUNCIL
THOMAS PEACOCKE SCHOOL
The Grove, Rye
(11 to 18 Mixed Comprehensive—1,300 Pupils)
Headmaster: Mr. R. V. Fooks, B.Sc.
Scale 4 post.

Required for April or September, 1978, HEAD of ENGLISH DEPARTMENT. The successful candidate will be given the opportunity to be responsible for the Upper School Library. English is a compulsory subject in the school.

Application forms and further information from the Headmaster.

GLAMORGAN
ATLANTIC COLLEGE. See under Sixth Form and Tertiary Colleges Display Advertisement.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
MINSTHORPE HIGH SCHOOL AND COMMUNITY COLLEGE
(1,300 pupils on roll 13 to 18 years)
(Re-advertisement)

Required for Easter, 1978, or as soon as possible: HEAD of ENGLISH DEPARTMENT (Scale 4). A well-qualified and experienced teacher to take charge of this major department. Courses to "O", C.S.E., and "A" level are already well established and there are clear possibilities for further development in this important area of the school.

Requests for application forms and further details (accompanied by a S.A.E.) should be addressed to the Education Department, 8 Bond Street, Wakefield, to be returned as soon as possible.

Other Posts on Scale 2 and above

ESSEX
BILLERICAY SCHOOL
(Roll 1,680 Main School
300-plus Sixth Form)
School Road, Billericay
Telephone: 02-774 55191

SECOND IN ENGLISH

Scale 3—Easter/Summer 1978. Enthusiastic TEACHER with proven examination results required for established department. Organising ability and initiative are required for a position combining specific areas of responsibility with general assistance in the department. Scale 3 available for this position.

London Fringe Allowance of £150 per annum payable.

HEAD OF RESOURCES/LIBRARY

Scale 3—Easter/Summer 1978. Energetic and experienced ENGLISH TEACHER required to develop and promote the work of the resources department: C.C.T.V., Audio/Video recording equipment, good reprographic facilities, and established purpose-built library with teacher-librarian. Grade 3 available for suitable applicant.

London Fringe Allowance of £150 per annum payable.

Application form and further details available from the Headmaster.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
HILTON GRANGE HIGH SCHOOL
Hopewell Road, Hull
Head: N. Richardson, B.Sc.

Required for January, 1978, or as soon as possible thereafter, a TEACHER of ENGLISH able to teach at all levels including "O" and "A". A Scale 2 post is available. An interest in games or other extra-curricular activities would be an advantage.

This is a mixed comprehensive school with 750 pupils aged 13 to 18 years.

Application forms, available from the Head, should be returned by 11th November.

NEWHAM
(London Borough of)
ST. BONAVENTURE'S SCHOOL
St. Antony's Road, London, E7 9QU
Roll: 820 boys
Headteacher: Mr. O. Craddy, B.Sc.
Required January, 1978:

TEACHER LIBRARIAN—Scale 3. A well qualified TEACHER of ENGLISH is sought, who is capable of taking charge of a developing library. Preference will be given to applicants who are practising Catholics who can play a full part in this Boy's Comprehensive School.

Burnham Scale.

Plus London Allowance £402.

Application forms may be obtained from the Head Teacher (Tel.: 01-472 3844) and should be returned to the School as soon as possible. Preliminary visits are welcomed.

RICHMOND UPON THAMES
(London Borough of)

RECTORY SCHOOL
(11 to 16; comprehensive; mixed)
Hanworth Road, Hampton, Middlesex TW12 3HB
(Telephone no. 01-979 3399)

Required for January, 1978, or summer term, 1978, an experienced TEACHER for ENGLISH, teaching the subject to O.L.E. "O" level and C.S.E.

Scale 2 post is available for a suitably experienced teacher to undertake responsibility for teaching G.C.E. "O" level English Literature and to be responsible for the production of a school magazine.

Forms (foolscap S.A.E.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster of the school by November 7, 1977.

Scale 1 Posts

BARKING
(London Borough of)
BARKING ABBEY COMPREHENSIVE SCHOOL
Roll 1,400. 310 in Sixth Form
Sandringham Road, Barking

Required for January, 1978: ENGLISH. To teach throughout the school, Scale 1.

London Addition £402 p.a. Reimbursement of removal expenses in approved cases.

Application form available (SAE) from the Head Teacher, returnable by November 10th, 1977.

CAMBRIDGESHIRE
PETERBOROUGH AREA
STANGROUND SCHOOL
(Comprehensive, 11 to 18 mixed)
Peterborough Road, Farcet,
Peterborough PE7 3BW
Group 11
(Roll 1,236)

Required for January, 1978:—ENGLISH TEACHER (Scale 1) for Middle and Lower School, settled classes, with an interest in Drama. Probationary teachers are welcome to apply.

There is a possibility of assistance being given with housing in appropriate cases.

Please apply by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Headmaster, Mr. C. W. R. Coppen, M.A., at the above address by 9th November, 1977.

CROYDON
(London Borough of)
OVERBURY HIGH SCHOOL
Overbury Crescent, New Addington, Croydon CR0 0AS
Tel.: Lodge Hill 42132/5
Tenable: 1st January, 1978

Required for Spring Term 1978, a well qualified TEACHER to join the ENGLISH DEPARTMENT, to teach throughout the school, of 11 to 14 co-educational comprehensive and well equipped high school. An interest in the teaching of the less able (not remedial) will be an additional qualification.

Salary: Burnham Scale 1 with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address.

Closing date 25th November, 1977.

ESSEX
ST PETER'S HIGH SCHOOL
(Roll: 1,440)
Southminster Road,
Burnham-on-Crouch
Tel. Maldon 782377
ENGLISH

Required for January, 1978.

Applications by letter, stating special interests and quoting two referees, to the Headmaster at the School as soon as possible.

HARROW
EDUCATION COMMITTEE
CANONS HIGH SCHOOL
Shaldon Road, Edgware, Middlesex
Telephone: 01-952 1614

Required from January or as soon as possible thereafter in this eight-form entry 12 to 16 mixed Comprehensive High School, a TEACHER of ENGLISH, preferably with an interest in Drama. Applications from recently qualified teachers would be considered. Please state subsidiary subject(s).

Application forms from and to be returned to the Head of the school by 7 November, 1977. Please enclose S.A.E.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
LONGDEAN SCHOOL
Rumballs Road
Hemel Hempstead
(Group XII)

TEACHER for ENGLISH with DRAMA, or ENGLISH, wanted for January in this mixed school of 1,315 boys and girls, 170 in Sixth.

Help with housing and removal expenses in approved cases. Scale 1 post plus fringe allowance.

Applications no forms, as soon as possible. Telephone: Hemel Hempstead 54634.

HERTFORDSHIRE
QUEEN'S SCHOOL
Aldenham Road, Bushey
(Roll: 1,350 mixed all-ability with large Sixth Form)

Required January, TEACHER for ENGLISH. The present teacher is second in the department and is responsible for the C.S.E. work. London fringe allowance.

Applications by letter to the Headmaster with names and addresses of two referees.

LINCOLNSHIRE
SKEGNESS MORRIS SECONDARY SCHOOL
Church Road, Skegness PE25 2QR
Group 7
(Number on roll 430)

Required for April, 1978, a TEACHER of ENGLISH. Scale 1 or 2. S.A.E. to Headmaster for application form.

Closing date 11th November, 1977.

LINCOLNSHIRE
ASSISTANT TEACHER
SPALDING GLEED COUNTY SECONDARY BOYS' SCHOOL
Burnham Scale 1, £2,697-£4,2??
(Roll 815)

For January, 1978, if possible, TEACHER for ENGLISH—Mode 1 C.S.E. Language and Literature. Key post in major department requiring good standards. Opportunities in Drama, Library and Language across curriculum. Congenial country area; low cost housing.

Forms from the Headmaster at the School, Halmer Gardens, Spalding, Lincs., PE11 2EF, on receipt of S.A.E. Closing date 4th November, 1977.

LINCOLNSHIRE
ASSISTANT TEACHER
THE ROBERT PATTINSON SCHOOL
North Hykeham
Burnham Scale 1, £2,697-£4,2??
Number on Roll: 1,203

Required for 1st January, 1978, in this 11 to 18 years, mixed comprehensive school standing in 20 acres of grounds approximately one mile outside Lincoln City boundary. A Graduate ENGLISH SPECIALIST capable of contributing with all abilities up to "A" level.

Further details from and letter of application stating two referees to the Headmaster, Robert Pattinson School, Moor Lane, North Hykeham, Lincoln. Closing date 11th November, 1977.

LIVERPOOL
ST. HILDA'S C.E. GIRLS' HIGH SCHOOL
Croxteth Drive,
Liverpool, L17 3AL

Required for January, ASSISTANT for ENGLISH, Scale 1. Graduate to teach throughout school and help with "O" and "A" level work. Interest in Library or Drama an advantage.

Forms obtainable from (S.A.E.) and returnable by 7th November to the Headteacher.

Quote Ref. 546(b).

NEWHAM
(London Borough of)
ST. BONAVENTURE'S R.C. SCHOOL
St. Antony's Road, London E7 9QU
Roll: 820 boys
Headteacher: Mr. O. Craddy, B.Sc.

Required as soon as possible, TEACHER of ENGLISH Scale 1, mainly for work in the 1st and 2nd years.

This post would suit a newly qualified teacher. Preference will be given to practising Catholics who can play a full part in this Boy's Comprehensive School.

Burnham Scales.

Plus London Allowance £402.

Application forms may be obtained from the Head Teacher (Tel. 01-472 3844) and should be returned to the School as soon as possible.

Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT

SPECIAL SCHOOLS

High Birch, Special School, E.S.N. (All age)
Bolton Road, Rochdale OL11 4RA.
Tel. Rochdale 31752

TEMPORARY SCALE 1

January to July, 1978.

Plus Special Class Allowance.

Required for Unit Two (ages 8-11) but with a good knowledge of Infant/Junior methods and a genuine interest in the needs of slow-learning children.

This is an excellent opportunity for a teacher wishing to gain experience in Special Education.

Application forms (please enclose a foolscap stamped addressed envelope), are available from the Chief Education Officer, Education Department, Municipal Offices, Manchester Old Road, Middleton, Manchester M24 4EA, and on completion to be returned to the Head at the school.

Closing date: 14th November, 1977.

PRIMARY SCHOOLS

Moss Field County Primary (5-11)
West Starkey Street, Heywood OL10 4TA
Tel. Heywood 69508

Required for January, 1978:

INFANT SCALE 1

To take charge of a class of 2nd/3rd Year Infants. The successful applicant must be prepared to work in close cooperation with other members of staff. Social Priority Schools' Allowance payable.

Moorhouse County Primary (5-11)
Crossley Street, Milnrow, near Rochdale OL16 4DR
Tel. Rochdale 42742

Required for 1st January, 1978:

CLASS TEACHER

For 3rd Year Juniors. A strong interest in either Science, Music or Physical Education and Boys' Games would be an advantage.

Application forms (please enclose a foolscap stamped addressed envelope), are available from the Chief Education Officer, Education Department, Municipal Offices, Manchester Old Road, Middleton, Manchester M24 4EA, and on completion, to be returned to the Head at the school.

Closing date: 14th November, 1977.

MIDDLE SCHOOLS

St. Joseph's R.C. Middle (10-13)
Turf Hill Road, Rochdale OL16 4XA
Tel. Rochdale 46995

FRENCH SCALE 1

TEMPORARY ENGLISH SCALE 1

With Integrated Studies,

PART-TIME TEMPORARY RELIGIOUS EDUCATION

and Girls' P.E. Six sessions per week.

Application by letter, immediately, to the Head at the school, stating age, qualifications and experience, together with the names and addresses of two referees. Closing date, 14th November, 1977.

SECONDARY
English
continued

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
[illegible]
Required for January, 1978: [illegible] TEACHER of ENGLISH [illegible] Comprehensive School. An interest in drama advantageous. Balanced timetable available.
For application forms and details please apply to the Headteacher at the School enclosing S.A.E.

NORTH TYNESIDE
METROPOLITAN BOROUGH COUNCIL
EDUCATION COMMITTEE
BURNSIDE HIGH SCHOOL
Boyd Road, Wallsend NE28 7AP
Headmaster: Mr. H. M. Appleby, B.A., M.Ed.
Required for 1st January, 1977: Scale 1, TEACHER of ENGLISH to teach the subject throughout this 13 to 18 High School.
Application forms are available on receipt of a S.A.E. from the Headmaster, to whom they should be returned within two weeks of the appearance of this advertisement.

OXFORDSHIRE
COUNTY COUNCIL
LORD WILLIAMS'S (C) SCHOOL
Oxford Road, Thame, Oxon
Seeks from January, 1978, to July, 1978 either full-time or part-time, an ENGLISH GRADUATE to teach Fifth and Sixth and Upper Sixth Forms. Could be residential. This is a temporary post pending the appointment of a new Head of Department. Post might be extended subsequently. The school is a mixed Comprehensive, of ancient foundation, 13 miles from Oxford.
Applications to the Principal, with curriculum vitae and quoting two referees.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
OLD HALL HIGH SCHOOL
Old Hall Road, Maghull, Liverpool L31 0NA
Required for 1st January, 1978, a TEACHER of ENGLISH in this six form entry Comprehensive School to teach across the ability range. A Scale 2 post is available for a suitably qualified candidate. Ability to teach History an advantage but not essential.
Application should be made immediately, and further details available on receipt of a S.A.E. from the Headmaster of the school.

SHROPSHIRE
EDUCATION COMMITTEE
THE WAKEMAN SCHOOL
(Grammar)
Abbey Foregate, Shrewsbury SY2 6AA
Required January, 1978: ENGLISH TEACHER able to teach to Advanced Level, Large Sixth.
Applications to Headmaster, letter only, naming two referees. Relationship to members/officers of the Council must be disclosed.

SUFFOLK
COUNTY COUNCIL
STOKE HIGH SCHOOL
[illegible]
Maidenhall Approach
Ipswich [illegible]
Headmaster: Mr. H. J. Cadwallader
Required January, [illegible] TEACHER for ENGLISH (Scale 1).
Applications by letter in the first instance [illegible]

SURREY
[illegible] SECONDARY [illegible] SCHOOL
[illegible]
Knowle Park Road, Cranleigh Surrey
Tel. Cranleigh 2[illegible]
ENGLISH
(Resident)
Required from January 1978 a resident TEACHER to teach ENGLISH in this wholly boarding school for 220 normal boys, aged 11-16 years.
A scale 1 post is available in the first instance, but this may be reviewed with an additional non-superannuable allowance of £[illegible] per annum for out of classroom activities. Free board and lodging available for a single man and free accommodation for a married man.
Application forms and further particulars from the Headmaster.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
KETTLETHORPE HIGH SCHOOL
(920 pupils on roll)
Required as soon as possible TEACHER of ENGLISH (Scale 1) for all abilities with a share in examination work at 16+ level. Ability to offer French or Spanish as subsidiary subjects an added recommendation.
Requests for application forms and further details (accompanied by a S.A.E.) should be addressed to the Education Department, 8 Bond Street, Wakefield, to be returned as soon as possible.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for January, 1978:—
WILLIAM MCGUFFIE HIGH SCHOOL
Grosvenor Road, London E17 6QR
Acting Head Teacher,
Mr. L. A. Banister
ENGLISH TEACHER required for a lively and progressive Department in this mixed Comprehensive High School (12 to 14 years). The successful candidate will be expected to teach within a mixed-ability, multi-cultural structure.
Closing date, 4th November, 1977.
Application forms obtainable on receipt of S.A.E. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

WEST SUSSEX
COUNTY COUNCIL
[illegible]
Worthing Road, Horsham
[illegible]
Required, TEACHER Scale 1 for ENGLISH throughout the school to "A" level.
Applications considered for January or September 1978. [illegible] "A" level work available for suitable candidate.
School is to transfer from Girls' Grammar to co-educational Comprehensive Sixth Form School.
Form and details from Headmistress on receipt of S.A.E.

Geography

Other Posts on Scale 2 and above

BARNET
(London Borough)
ST. JAMES' CATHOLIC HIGH SCHOOL
Orange Hill Road, Edgware, Middx.
Tel.: 01-959 3110
V.A. Co-educational; comprehensive; Roll 1,340; 11-18
Required January/Easter, 1978, TEACHER of GEOGRAPHY/GEOLOGY, to teach throughout the school to "O" and "A" levels. Scale 2 for suitable candidate.
Scheme for payment of removal expenses and separation allowances in approved cases.
Apply to Headmistress for application form and further details (S.A.E.).

Scale 1 Posts

CROYDON
(London Borough of)
TAUNTON MANOR HIGH SCHOOL
Honeyfield Road, and Coulsdon, Surrey CR5 1[illegible]
Tel.: Downland 5[illegible]
Tenable 1st January, 1978
A well qualified and suitably experienced TEACHER to teach GEOGRAPHY throughout the school together with some HISTORY. The school is an 11-18 co-educational High School.
Salary: Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

ESSEX
THE DEANES SCHOOL
(Roll 1,360)
Daws Heath Road, Benfleet SS7 2TD
Telephone: Hadleigh 775515
GEOGRAPHY
Required for January, 1978, SPECIALIST to teach up to O.C.E. "O" level. Excellent humanities course. Interest in elementary economics or the "industrial society" theme an advantage.
Further information and application form from Headmaster.

KIRKLEES
METROPOLITAN COUNCIL
[illegible] HIGH SCHOOL
Birchencliffe Road, Crosland Moor
Huddersfield HD4 [illegible]
Required for January 1978, for one term —
Temporary TEACHER, Scale 1, to teach GEOGRAPHY to CSE and GCE standards in this recently completed comprehensive school.
Application forms (S.A.E. please) from the Head Teacher at the school.

KNOWSLEY
(Metropolitan Borough of)
[illegible] COMPREHENSIVE SCHOOL
Cumber Lane, Whiston, Prescot, Merseyside L35 2[illegible]
(1,400 boys and girls, 11 to 18)
For January, 1978, GEOGRAPHY, Scale 1, preferably GRADUATE, to teach 11 to 18 range through all levels of ability. Opportunity to teach to C.S.E. and G.C.E. "O" levels if desired. School has Field Studies Centre.
Interest in field studies an advantage.
Apply by letter to Headmaster.

MERTON
(London Borough of)
EDUCATION COMMITTEE
[illegible] SCHOOL
Watery Lane, SW20 9AD
Headmaster: Mr. [illegible] Coyle, B.A.
Age range 13 to 18 years
Tel.: 01-542 1212
Temporary part-time TEACHER (0.5) of GEOGRAPHY required as soon as possible in this Comprehensive High School for Boys to teach the subject up to G.C.E. "O" level.
London allowance £[illegible]
Write to the School enclosing a stamped addressed envelope for an application form which should be returned by 9th November, 1977.

REDBRIDGE
(London Borough of)
WOODBRIDGE HIGH SCHOOL
St. Barnabas Road, Woodford Green [illegible] 7DH
Head, Mr A. C. H. Duke, M.A.
Telephone number, 01-504 [illegible]
Suitably qualified and experienced TEACHER of GEOGRAPHY (Scale 1) required as soon as possible in this well-established 11 to 18 mixed comprehensive school to join the Environmental Studies Department. The person appointed would be expected to take some Upper School Geography and Lower School Environmental Studies. An interest in Field Work and competence in Biology would be an advantage.
Outer London Allowance is payable.
Further details and application forms are available from the Head Teacher at the school.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
HOLY FAMILY HIGH SCHOOL
Virgin's Lane, Thornton, Liverpool L23 4UD
(RC: mixed)
(Tel. no. 051-924 6451)
Required for January 1, 1977: TEACHER of GEOGRAPHY (Scale 1).
An interest in Human Geography and or Geology would be an advantage.
Apply by letter to the Headmaster as soon as possible, enclosing curriculum vitae and the names and addresses of two referees.

SHEFFIELD
EDUCATION COMMITTEE
ABBEYDALE GRANGE SCHOOL
Hastings Road, Sheffield S7 2GU
An 11-18 Secondary
Required for January, 1978, a temporary or permanent TEACHER of GEOGRAPHY throughout the school. Scale 1.
Application forms are obtainable from the Head Teacher, to whom they should be returned within 14 days of the appearance of this advertisement.

History

Heads of Department

HARINGEY
(Borough of)
ALEXANDRA PARK SCHOOL
Rhodes Avenue N22
6-form entry Comprehensive Mixed School on two sites. Post-war buildings.
Required for January or as soon after as possible,
HEAD OF DEPARTMENT, Scale 3, for HISTORY
"A", "O" level and C.S.E. Courses. Forward-looking, active Department with good facilities and equipment.
Must be able to teach all age and ability ranges. Interest in Sixth Form General Studies and Archaeology an advantage.
Closing date 7th November.
London Allowance (£402) payable. Removal expenses 100 per cent allowed.
Forms of application (S.A.E.) available from the undersigned to be returned to Head of School as soon as possible.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

Scale 1 Posts

ESSEX
THE BOSWELLS SCHOOL
(Roll 1,320)
Burnham Road, Springfield Chelmsford
Telephone: Chelmsford 64464
TEMPORARY
Required for January, 1978, GRADUATE preferred to teach HISTORY to "O" and "A" level. Temporary post for one term initially with possibility of permanent appointment later.
Apply by letter to Headmaster in the first instance giving full details and names of two referees.

LUCTON GIRLS' SCHOOL
(Roll 814)
Romorroft Gardens, Loughton
Telephone: 01-508 5856
HISTORY AND RELIGIOUS EDUCATION
Required for January, 1978. This post would be particularly suitable for inexperienced teacher as there will be a very light timetable for two terms. The school is situated near Epping Forest with easy access to London via Central Line. Fringe Allowance is paid.
Further details and application forms available from the school.

LONDON
CENTRAL FOUNDATION BOYS' SCHOOL
Cowper Street, London EC2A [illegible]
(near Old Street Station)
Required to commence in January 1978, a Graduate TEACHER of HISTORY in this three-form entry Voluntary aided boys' school.
The school took its first intake into the first year in 1977. The three higher years were recruited on a selective basis and a full "O" and "A" level Scale 1 post is available for the successful applicant.

RICHMOND UPON THAMES
(London Borough of)
WHITTON SCHOOL
11-16 Mixed Comprehensive, [illegible] on roll
Percy Road, Twickenham, TW2 6JW, Middlesex
Required from January 1978: ASSISTANT TEACHER of HISTORY, Scale 1.
Applicants must be competent to teach the full range of ability including "O" level groups. Outer London Allowance of £[illegible] and removal expenses payable.
Forms (enclose S.A.E.) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable to the Headmaster of the school by 7th November.

Mathematics

Heads of Department

BARNET
(London Borough)
ST. JAMES' CATHOLIC HIGH SCHOOL
Orange Hill Road, Edgware Middlesex
01-959 3110
V.A. Co-educational, Comprehensive. Roll 1,340, 11 to 18
Required Easter 1978, qualified experienced TEACHER to organise and be responsible for MATHEMATICS Department. Scale [illegible] Courses leading to C.S.E. and "O" and "A" levels are well established.
Scheme for payment of removal expenses and separation allowances in approved cases.
Apply to Headmistress for application form and further details (S.A.E.).

GLAMORGAN
ATLANTIC COLLEGE—See under Sixth Form and Tertiary College Display Advertisement.

SECONDARY
Mathematics
continued

Other Posts on Scale 2 and above

DURHAM
COUNTY COUNCIL
BISHOP AUCKLAND [illegible]
[illegible] SCHOOL
(1,250 on roll)
MATHEMATICS, Salary Scale 2. A well qualified and experienced TEACHER (Graduate preferred) required for January, 1978, in a Department offering subject to C.S.E. "A" level and Computer Studies to G.C.E. "O" Level.
Stamped addressed envelope for application form and further details to Area Education Office, Kingsway, Bishop Auckland, Co. Durham.
Closing date for receipt of applications 14th November, 1977.

EAST SUSSEX
[illegible] SCHOOL
Applications are invited for two posts in the MATHEMATICS DEPARTMENT of this mixed 11 to 16 Comprehensive School of 750 pupils. There are well established courses leading to C.S.E. (including Mode III) and to G.C.E. "O" level (including additional Mathematics).
Applicants should be qualified to teach the full age and ability range. Posts vacant from January, 1978. Scale of appointment dependent on experience of the candidates, and for one post a Scale III allowance is available.
Scheme of relocation grants available in approved cases.
Application forms and further details from the Headmaster, [illegible] School, [illegible]

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
THE [illegible] SCHOOL
(Roll: 1,000 Co-Ed.)
Lambs Lane, Rainham, Essex
11-18 comprehensive situated on the edge of the Green Belt midway between London and Southend.
Required January 1978,
TEACHER for S.M.P. MATHEMATICS to take the subject throughout the school in a flourishing and well equipped Department. Sixth Form work for suitable applicant. Scale 2 available for suitable applicant.
There is a scheme for removal expenses.
Letters of application to Headteacher giving full curriculum vitae and quoting two referees.

HEREFORD AND WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
HEREFORD SIXTH FORM COLLEGE
Folly Lane, Hereford HR1 1LS
TUTOR in MATHEMATICS—Scale 3. This post will be vacant from 1st January, 1978. Applicants should have successful experience in teaching Mathematics and Further Mathematics to Advanced and Scholarship levels. The ability to offer Computer Science or Statistics will be an additional recommendation, but it is not essential.
Further details and application forms obtainable from the Principal upon receipt of a S.A.E. (foolscap).

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department
The Civic Centre, Lampton Road
Hounslow TW3 4DN
BRENTFORD SCHOOL FOR GIRLS
Clifden Road, Brentford
Middlesex TW8 0PG
Headmistress: Mrs. M. Hardy, B.A.
Required January 1978
MATHEMATICS TEACHER to teach the subject throughout the whole age and ability range. A combination of modern and traditional mathematics is taught. Pupils are prepared for joint C.S.E./G.C.E. (Middlesex Regional Examining Board) C.S.E., Arithmetic and "A" and "O" level and "A" level (London University Syllabus B).
Scale 2 post available for a well-qualified and experienced candidate.
London Allowance £402 payable.
Letters of application (please enclose a stamped addressed foolscap envelope) giving details of qualifications and experience and names of two referees should be sent to the Headmistress at the school by Wednesday, November 9, 1977.
The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS GRAMMAR SCHOOL
800 girls, 200 in sixth form
Required for January or as soon as possible after, MATHEMATICS GRADUATE to teach throughout the school to "O" and "A" level (SMP in [illegible]). Scale 2 post is available to a suitably experienced candidate.
Apply in writing to the Head Mistress giving curriculum vitae and names and addresses of 2 referees.

LEICESTERSHIRE
MARY LINWOOD SCHOOL
[illegible] Road, Leicester
Comprehensive 11 to 14
(Roll 1,015)
MATHEMATICS
Scale 1 or 2
Required (November or January). Temporary or permanent post available. Possibly scale 2 for January.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (S.A.E.)

NEWCASTLE upon Tyne
ROYAL GRAMMAR SCHOOL
Eskdale Terrace
Newcastle upon Tyne NE2 4DX
H.M.C. Direct Grant going Independent
270 Boys in Sixth Form
Required for September 1978 or earlier if possible a MATHEMATICIAN to teach at all levels of this school, which has an extremely strong Mathematical tradition. All but a few boys take Additional Mathematics at O-level, and 60-90 take it at A-level. The course is basically traditional with an infusion of modern topics.
Further details may be obtained from the Headmaster to whom applications with full curriculum vitae and the names of two referees should be sent as soon as possible.

NEWHAM
(London Borough of)
Re-advertisement
Required for April 1978 —
Support team for MATHEMATICS, working over the five to 13 years range.
TEAM LEADER, Scale 5
ONE ASSISTANT—Scale 3
It is proposed to set up a small team of TEACHERS to support and strengthen the teaching of Mathematics in primary and secondary schools over the five to 13 years age range.
The main duties of the team will be —
(i) To assist with in-service education which will help teachers extend and improve their own mathematical knowledge and understanding;
(ii) To take a share of the teaching in schools in order to help teachers interpret those ideas into good classroom practice and where appropriate to support school initiative.
(iii) To encourage existing, and foster new, links between the various stages of primary and secondary education in order to provide a common ground for discussion of method and content.
(iv) To support teachers concerned with remedial work in basic numeracy.
(v) To build up a resource bank of books and material suitable for the mathematical education of both teachers and children.
The team in the initial stage will consist of one teacher on Salary Scale 5 who will act as the team leader and two teachers on Salary Scale A. They will be based at a centre which will eventually be set up in a primary school.
One teacher has already been appointed to the team on Scale 3.
Applications are invited from teachers suitably qualified in Mathematics and with relevant experience of teaching over part of the nine to 13 years age range for the Scale 5 team leader's post, and from teachers with experience of working with children in the five to eight years age range for the remaining Scale 3 post.
Applicants should state clearly for which post they wish to apply.
Burnham Scales plus London Allowance £402.
Application forms are obtainable from the undersigned, to whom they should be returned by 9th December, 1977.
[illegible] Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

OXFORDSHIRE
COUNTY COUNCIL
JOHN MASON SCHOOL
Wootton Road, Abingdon, Oxon.
Number on Roll 1,110, Sixth Form 200.
Required for January, 1978:
A TEACHER of MATHEMATICS. Scale 2 is available for a suitably experienced candidate. This is a strong department with a good record of success in public examinations at all levels. S.M.P. courses in the main school for most pupils. The school is particularly seeking a candidate interested and experienced in teaching younger and or less able pupils, although opportunities exist for teaching throughout the school.
Apply directly to the Headmaster, giving full details and names and addresses of two referees.

Scale 1 Posts

AVON COUNTY
[illegible] SCHOOL
[illegible] Bristol BS20 [illegible]
(11 to 18 mixed comprehensive, [illegible])
Required from January, 1978 if possible —
A temporary or permanent full time MATHEMATICS TEACHER [illegible] to join a large successful department.
Applications by letter to the Headmaster, quoting names of two referees. Please send a S.A.E. for further details.

BEXLEY
(London Borough of)
ST. COLUMBA'S R.C. SCHOOL FOR BOYS
(Roll 72[illegible])
A TEACHER of MATHEMATICS required for January 1978 mainly for first and second years, at the Lower School in Welling.
[illegible] Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application forms available from and returnable to: Chief Education Officer for Schools, Town Hall, Crayford, Kent. A S.A.E. (foolscap) should be sent with the request for an application form. If acknowledgement is required, a further S.A.E. should be enclosed. No further communication will be made unless applicants are called for interview.

BOLTON
(Metropolitan Borough of)
RIVINGTON AND BLACKROD HIGH SCHOOL
Rivington Lane, Horwich
Bolton
Co-educational, 1,550 pupils, 11 to 18 comprehensive.
Required 1st January, 1978
Mathematics Faculty Scale 1.
MATHEMATICS GRADUATE capable of teaching the subject up to and including the Sixth Form is required at this large comprehensive school. Ability to offer Applied Mathematics at "A" level would be a recommendation.
Application forms obtainable from the Director of Education, P.O. Box 53, Paderborn House, Civic Centre, Bolton, should be returned to the Head Teacher by 4th November, 1977.

BROMLEY
(London Borough of)
CHARLES DARWIN SCHOOL
Jail Lane, Biggin Hill, Westerham, Kent
Required for January: well qualified MATHEMATICS SPECIALIST to join a department developing courses using S.M.P. materials (new style).
Well-equipped mathematics suite; opportunity for experienced teacher to apply own ideas or for new teacher to join a developing department. Purpose built sixth-form centre. 11-18 [illegible] mixed, comprehensive school with a balanced intake from Years 1 to 5.
Further enquiries welcomed. The [illegible] for full-time/part-time post. Removal and other expenses payable in approved cases for permanent appointments.
Apply by letter to the Headmaster, giving full qualifications and addresses of two educational referees by 14th November.

CHANNEL ISLES
GRAMMAR SCHOOL FOR BOYS
Required in January, 1978, or as soon as possible thereafter, a well qualified TEACHER of MATHEMATICS to teach throughout the school and possibly including "A" level work, Scale 1.
Salaries in accordance with the current scales for teachers in Primary and Secondary Schools. Superannuation similar to those for teachers in England and Wales.
Married teachers' fares and removal expenses may be paid.
Application forms may be obtained on receipt of a self-addressed unstamped foolscap envelope from the Director of Education, P.O. Box 32, Guernsey, C.I., to whom they should be returned by 15th November.

COVENTRY (City of)
BARRS HILL MIXED COMPREHENSIVE SCHOOL
[illegible] on roll)
Required January, 1978:
MATHEMATICS, up to C.S.E. and "O" level in well established department. Scale 1. Newly qualified candidates welcome to apply.
Closing date 10 days after appearance of advertisement. Canvassing disqualifies.
Apply by letter giving full details, age, qualifications, experience and names and addresses of two educational referees to the Headmistress at the school, Radford Road, Coventry CV1 3HD.

COVENTRY (City of)
WHITLEY ABBEY MIXED COMPREHENSIVE SCHOOL
(1,[illegible] on roll)
Required January
MATHEMATICS up to C.S.E. level. Scale 1
Closing date 10 days after appearance of advertisement.
Canvassing disqualifies.
Apply by letter giving full details, age, qualifications, experience and names and addresses of two educational referees to the Headmaster at the school, Abbey Road, Coventry CV3 4BD.

CUMBRIA
EDUCATION COMMITTEE
TYNEFIELD COMPREHENSIVE SCHOOL
Penrith
TEACHER of MATHEMATICS required for January 9, 1978, to teach up to and including C.S.E. "O" level.
Further details and application forms available from the Headmaster on receipt of S.A.E. or telephone Penrith 4181.

ESSEX
BUCKHURST HILL COUNTY HIGH
(Roll 730)
Roding Lane, Chigwell
Telephone: 01-500 2738
MATHEMATICS
Required January. S.M.P. an advantage.
Years 1 to 5, Bi-lateral boys (160 in Sixth Form).
London Fringe Allowance.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HAMPSHIRE
CROFTON SCHOOL
Marks Road, Stubbington, Fareham
(Comprehensive mixed 11 to 16
Number on Roll: 700)
Required January:
Scale 1—MATHEMATICS.
Send full curriculum vitae, with S.A.E., to Headmaster.

HAMPSHIRE
THE WESTGATE SCHOOL
Winchester
(11 to 16 Comprehensive Mixed, [illegible] on roll)
MATHEMATICS TEACHER for January.
Curriculum vitae, two referees to Headmistress with S.A.E. immediately.

HEREFORD AND WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
[illegible]
[illegible] SECONDARY SCHOOL
[illegible] Avenue
Worcester WR[illegible]
Required for January, 1978 ASSISTANT TEACHER (Scale 1) for MATHEMATICS. Ability to teach Sixth Science an advantage.
Further details and application forms obtainable from the Headmaster on receipt of a S.A.E. (foolscap).

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
GROVE HILL SCHOOL
St Agnells Lane, Hemel Hempstead
[illegible] MATHEMATICS TEACHER, Scale 1, required for Spring and Summer terms, 1978. Teaching programme will include work up to O-level or A-level.
For further information and application forms send S.A.E. to the Headmaster at once.

HILLINGDON
(London Borough of)
BISHOP RAMSEY C.E. SCHOOL
[illegible] Way, Ruislip HA4 [illegible]
(1,002 on roll, [illegible] in Sixth Form)
Required for January, 1978, a TEACHER of MATHEMATICS and/or PHYSICS for work up to G.C.E. "O" and C.S.E. levels.
Apply by letter to the Head Teacher at the school giving full career details and the names of two referees.
London Allowance payable.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
[illegible] SCHOOL
Eleanor Street, Grimsby
Required for 1st January, 1978 — TEACHER of MATHEMATICS. Ability to assist with Physics would be an advantage.
Application forms and further information obtainable from the Head Teacher at the school to whom they should be returned within 10 days of this advertisement.

HUNTINGDON
[illegible] SCHOOL
(11 to 18 Voluntary Controlled Mixed Comprehensive)
Required for January, 1978, a TEACHER to share teaching of MATHEMATICS throughout the school. Full-time or 80 per cent. SMP based courses. Temporary post for two terms.
The school has 1,750 pupils (300 in Sixth). Outstanding setting includes [illegible] House and new buildings.
Apply by letter to the Headmaster with curriculum vitae and names of two referees, also one testimonial if available.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
LADY CAPEL SECONDARY SCHOOL FOR GIRLS
London Road, Faversham
TEACHER required as soon as possible for MATHEMATICS, to share work throughout the Department. The school follows the Kent Mathematics Project.
Application forms from the Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne (to be returned to the school).

MAIDSTONE DIVISION
MAIDSTONE GRAMMAR SCHOOL
Barton Road
Headmaster: P. A. J. Pettit M.A., D.Phil.
Required for January: a well-qualified GRADUATE to teach MATHEMATICS to "O" and "A" levels. This Upper School (1,100 boys, 300 in the Sixth Form) has a strong academic tradition and a good record of university successes in Mathematics. The post involves considerable Sixth Form work, but would be suitable for a postgraduate research student taking up his first appointment. Ability to assist with Physics would be useful.
A temporary appointment would be considered.
Application with curriculum vitae, naming two referees, should be made to the Headmaster, from whom further particulars may be obtained (S.A.E. please).

LANCASHIRE
[illegible] SCHOOL
([illegible] in Sixth Form)
MATHEMATICS TEACHER required for January, 1978 (an appointment for April would be considered). A good honours graduate with a P.G.C.E. is sought; experience elsewhere welcome but not essential. The work would be throughout the school (11 to 18), with a share of the J.M.B. "O" and "A" level units. Help with extra-curricular activities would be a recommendation, especially in hockey, football or Scouts. Salary Burnham Scale 1 for someone entering teaching; Scale 2 would be available for someone with appropriate previous experience.
Further details about the school and post from the Headmaster, [illegible] School, Charles New Road, [illegible] to whom applications should be sent as soon as possible with full details of career and qualifications, and names of referees.

NEWHAM
(London Borough of)
BRAMPTON MANOR SCHOOL
Roman Road, London, E6 3SQ
Roll: 1,374. Co-educational
Headteacher: Mr. O. R. A. Williams
Required as soon as possible:
MATHEMATICS TEACHER Scale 1. The post involves teaching to "O" and C.S.E. levels, and a willingness to teach Statistics would be advantageous.
Burnham Scales.
Plus London Allowance £402.
Application forms may be obtained from the Head Teacher (Tel.: 01-511 0935) to whom they should be returned not later than 4th November, 1977.

NEWHAM
(London Borough of)
CUMBERLAND SCHOOL
Prince Regent Lane, London E13 8SJ
(Roll 1,400, coeducational)
Head Teacher: Mr. J. A. McDonald, M.A.
Required for January, 1978:—
ASSISTANT TEACHER of MATHEMATICS (Scale 1 for suitable applicant). Duties will be mainly in the Upper School, including Sixth Form Advanced level work. An interest in Computer Studies would be an advantage—the school has the use of a terminal for much of the week.
Burnham Scales plus London Allowance £402 plus Social Priority Allowance £201 or £276.
Application forms may be obtained from the Head Teacher (telephone 01-471 [illegible]) and should be returned to the undersigned not later than 11th November, 1977.
J. G. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
[illegible] SCHOOL
[illegible] Road, Norwich NR[illegible]
(Roll 1,200, Sixth Form 200)
Required January, 1978 —
Scale 1 TEACHER of MATHEMATICS to teach to C.S.E., "O" and C.S.E. level and Sixth Form work available to suitably qualified candidate.
Application forms and details from the Headmaster at the school and to be returned as soon as possible. Please send S.A.E. (foolscap).

NORTH YORKSHIRE
(County of)
[illegible] GRAMMAR HIGH SCHOOL
Arundale Road, Harrogate
(11-18 Comprehensive)
2,000 pupils, 290 in Sixth Form
Required for January, 1978 —
A TEACHER for MATHEMATICS (Scale 1) for work initially up to Sixth Form level in the large and effective Mathematics Department. Sixth Form possible next September.
[illegible] computer facilities are available. A temporary appointment for one or two terms could be considered.
Apply by letter immediately to the Headmaster, giving full career details and names and addresses of two referees.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
BUSHEY [illegible] COMPREHENSIVE SCHOOL
Hallway Way, [illegible]
Nottingham NG6 [illegible]
Headmaster: H. S. Smith, M.A.
(Roll [illegible])
For January, MATHEMATICS SPECIALIST (Scale 1) to teach subject to "O" level and C.S.E. standard. Scale 2 available for suitable applicant.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated:
Closing date is fourteen days after the appearance of the advertisement.
In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds, LS1 3AE.
For other posts in secondary and high schools, application by letter should be made to the headteacher of the school concerned, giving full details and the names of two referees.
The post reference number should be quoted on all correspondence.
Applications requiring acknowledgment and requests for forms and details should be accompanied by a stamped, addressed envelope.

SPECIAL SCHOOLS
READVERTISEMENT

SECOND MASTER/MISTRESS POST

W.742 STANNINGLEY SCHOOL E.S.N.(S) (No. on roll: 110: 4-18 years)
Town Street, Stanningley, Leeds, LS28 6HL Telephone: Leeds 574517
Headteacher: Mr. W. H. Woodman
Required for Easter, 1978: SECOND MASTER/MISTRESS (Deputy Headteacher Group 7(S) Scale). It is expected that the successful candidate will have had relevant training and will have held a position of responsibility in a similar type of school. Applications from previous applicants will be reconsidered automatically. Further details about the post/school are available from the Education Department.

SCALE 2 POST

N.W.746 IMMIGRANT RECEPTION CENTRE, Woodhouse Community Complex,
Off Woodhouse Street, Leeds, LS6 2SS Telephone: Leeds 455713
Teacher-in-Charge: Mr J. Zollie
Required for January, an experienced teacher of English as a Second Language to take a class of middle school children who are withdrawn from schools in the City. Pupils attend the Centre on a half-day basis, mornings or afternoons, depending on transport arrangements. The teacher appointed must be prepared to teach in primary or secondary schools as a peripatetic teacher if required to do so, though the initial appointment will be at the Reception Centre.

PRIMARY SCHOOLS

DEPUTY HEADSHIP

W.743 PUDSEY WATERLOO JUNIOR SCHOOL (No. on roll: 328: 7-11 years)
Victoria Road, Pudsey, Leeds, LS28 7SR Telephone: Leeds 574155
Headteacher: Mr. G. K. Goodall
Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEADTEACHER (Group 6), appointment to be effective from 3rd April, 1978. Further details about the school/post are available from the Education Department.

SCALE 2 POST

S.740 ROTHWELL INFANT SCHOOL (No. on roll: 152: 4-7 years + Nursery)
Carlton Lane, Rothwell, LS26 0DJ Telephone: 822195
Headteacher: Mrs. D. I. Burnill
Required for January, 1978, a teacher initially for a class of 5-6 year olds. The ideal candidate will be mobile, adaptable, a neat printer and, above all, an enthusiastic class teacher. A scale 2 post will be available for such a teacher, who would also have special responsibilities for audio-visual aids. Teachers seeking a first appointment may apply but they will not be eligible for the Scale 2 post.
Applicants are welcome to visit the school by arrangement with the Headteacher.

MIDDLE SCHOOLS

SCALE 1 POSTS

N.E.741 ST. DOMINIC'S R.C. MIDDLE SCHOOL (Age Range: 7-11 becoming 9-13 years)
Leopold Street, Leeds, LS7 4AW Telephone: Leeds 621287
Headteacher: Sister Bernadette
Required for 1st April, 1978, or earlier if possible.
Applications are invited from suitably qualified and experienced teachers for the development and teaching of Science throughout the school. A new science department will be complete by September, 1978, when the school assumes its middle school role, and the successful candidate will be expected to help with equipping it and with curriculum development.

N.W.747 HOLY NAME R.C. (AIDED) MIDDLE SCHOOL (No. on roll: 280: 5-11 years at present becoming 9-13 years from September, 1978)
Otley Old Road, Leeds, LS16 6NT Telephone: Leeds 678315
Headteacher: Mr P. Butterfield
An enthusiastic teacher of SCIENCE is required as soon as possible to take responsibility for the establishment of the Science Department in this developing 2 f.e. middle school. Some general subject teaching may also be required and the ability to assist with boys' games would be an added advantage.
Application forms for the above two posts are available from the Very Reverend Monsignor T. Canon Murphy, Cathedral House, Great George Street, Leeds, LS2 8BE, to whom they should be returned.

HIGH/SECONDARY SCHOOLS

SCALE 1 POSTS

E.744 TEMPLE MOOR HIGH SCHOOL (No. on roll: 687: 13-18 years)
Field End Grove, Leeds, LS15 0PT Telephone: Leeds 645278
Headteacher: Mr. R. Mounds, B.A.
Required for January, 1978: teacher of PHYSICS. There is a strong, well-equipped department with 50 pupils studying Physics to 'A' level. Candidates will be expected to teach across the whole ability range including some General Science with less able pupils using LAMP materials. Examination work is immediately available for a suitably qualified and experienced candidate. A temporary appointment for one or two terms would be considered.

E.745 CROSS GREEN SCHOOL (No. on roll: 1,100: 13-18 years)
Cross Green Lane, Leeds, LS9 0BB Telephone: Leeds 491300
Headteacher: Mr. O. Smith, B.A.
Required for January, 1978, in this mixed purpose-built comprehensive school: teacher for HISTORY and team work in SOCIAL STUDIES.

N.W.748 BENTON PARK GRAMMAR SCHOOL (No. on roll: 1,080: 11-18 years)
Harrogate Road, Rawdon, Leeds, LS19 6LX Telephone: Leeds 502330
Headteacher: Mr. L. R. G. Smith
Required for January, 1978 temporary Remedial teacher in a strong and well established purpose-built department. The person appointed will assume responsibility for a small group of second year pupils as well as teaching remedial English and some History elsewhere in the school. Apply directly or by application form available from the school together with further particulars.

Teachers of Mathematics
Up to Scale 3

We may still have vacancies (up to Scale 3), in our high schools (12-16 years) for Teachers of Mathematics—both traditional and SMP. Application forms from and to be returned to Education Office, PO Box 22, Civic Centre, Harrow HA1 2UN, as soon as possible. Please enclose stamped addressed envelope.

Harrow Education

Metropolitan Borough of
SEFTON
Education Committee

Applications are invited for the following Senior Teacher Scale posts (Group 10) for High Schools (11-16) formed on secondary school reorganisation in Southport.
Required for September, 1978

Head of Upper School

at Greenbank High School for Girls which will be formed from the existing maintained girls' grammar school. The school will admit its first non-selective intake in September, 1978.
The duties of this post will include assistance with pupil welfare and discipline and curriculum development in the Upper School.

Head of Scientific Studies

at Stanley High School (Mixed) which will be formed from the existing mixed secondary modern school.
The duties of this post will include the development of courses in Science and Technology and to co-ordinate, where appropriate, the work of the Science, Mathematics and Technical Studies Departments.
Application forms and further details of all these posts are available from the Chief Education Officer, Burlington House, Crosby Road North, Waterloo, Liverpool L22 0LG, upon receipt of a s.a.e. Completed application forms should be returned by November 14, 1977.

ilea INNER LONDON EDUCATION AUTHORITY

Secondary Vacancies

The Authority would be pleased to receive applications from experienced teachers and those seeking first appointments, who are qualified in the following subjects:—

Design and Technology
Home Economics

Appointments will be made to a scale 1 post in the Authority's general teaching service, Inner London Allowance (£402) payable in addition to the Burnham salary.

For the appropriate application form please write to the Education Officer (TS2), Room 67, The County Hall, London SE1 7PB, stating whether the application is for a first appointment or not, or you are welcome to telephone 01-633 2101 for further details.

SURREY
COUNTY COUNCIL

- FRINGE AREA LONDON ALLOWANCE £150 p.a. THROUGHOUT THE COUNTY
- Generous relocation expenses in approved cases.
- Applicants for appointment to County and Voluntary Controlled Schools (except Reserved Teachers) effective from 1 September, 1977, and later should note that Assistant Teachers on Burnham Scale 1 will receive contracts in the service of the County Council with assignment initially to the school indicated. This will mean that teachers so appointed may be required to transfer to other schools at a later date.

POSTS OF RESPONSIBILITY

COMPREHENSIVE

Chertsey, Sir William Perkins's School
(It is proposed by the Trustees of this Voluntary Controlled School that it shall become an Independent School in September, 1978.)
Required January, 1978:—
Graduate to take charge of GEOGRAPHY Department and to teach throughout the school to 'O' and 'A' level. Scale 3 for suitable applicant.
MATHEMATICS Graduate to teach throughout the school to 'O' and 'A' level. A knowledge of Modern and Traditional Mathematics essential. Scale 2 for suitable applicant.
Application forms available from the Head, telephone: Chertsey 62161.

Cranleigh, Glebelands County Secondary
Head of Boys' Craft Scale 3. Responsibility for organising and developing teaching of subject throughout the school. Telephone: Cranleigh 5248/9.

Redhill, St Bede's School (Anglican/RC)
Required January, Head of Modern Languages. Scale 3. Courses to CSE, 'O' and 'A' level. Candidates should be able to teach French to 'A' level and to offer a second language, preferably German. Telephone: Redhill 63780.

SCALE 1 POSTS

COMPREHENSIVE

Banstead, Nork Park County Secondary
Teachers required January for:—
HOME ECONOMICS to CSE, 'O' and 'A' level.
ECONOMICS, COMMERCE and BOOKKEEPING to CSE, 'O' and 'A' level.
CHEMISTRY with Integrated Science to Lower Forms.
METALWORK and MOTOR VEHICLE MAINTENANCE.
Telephone: Burgh Heath 59103.

Egham, Magna Carta County Secondary
Teacher to join Technical Studies team in a developing Design Department. Skills in a wide range of media desirable. Telephone: Staines 55497.

Merrow, St. Peter's and Merrow Grange RC Comprehensive
BIOLOGY teacher required. Telephone: Guildford 34654.

Redhill, Redstone School
Teacher required for CHEMISTRY with some BIOLOGY throughout the school; some General Science in the junior school. Telephone: Redhill 62691.

Tadworth, de Burgh County Secondary
CHEMISTRY teacher required January to teach throughout the school, including 'O' and 'A' level. Telephone: Burgh Heath 50713.

Warlingham County Secondary
CHEMISTRY teacher to any or all of CSE, 'O' and 'A' levels, and help with Integrated Science. Telephone: Upper Warlingham 4067.
Further details available from the Head where the telephone number is shown.
Application forms available on receipt of a stamped, addressed, foolscap envelope from the County Education Officer, County Hall, Kingston upon Thames, KT1 2DJ. STAP applications accepted for Scale 1 posts only.
(The Authority will not be advertising every individual Scale 1 post, but a complete list of all vacancies will be sent on receipt by the County Education Officer of a stamped, addressed, foolscap envelope.)

Cheshire

Application forms (s.a.e.) and s.a.e. unless otherwise stated, are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

Required for January 1978 unless otherwise stated.

SCALE 1 POSTS

MATHEMATICS
English Martyrs R.C. High School, Poplars Avenue, Warrington.
(Group 10—No. on roll 1,055)
Scale 1 or 2 according to qualifications and experience. Closing date 11 November, 1977.

FRENCH
Alsager Comprehensive School, Hassall Road, Alsager, ST7 2HR.
11-18 Mixed. 1,844 on roll, 130 in Sixth Form.
En Vant course used. Permanent or temporary appointment considered. Tel. Alsager (093 63) 3221-5.

Readvertisement
MODERN LINGUIST
Sir John Deane's Grammar School, Northwich (960 boys).
To teach German and some French at all levels throughout the school. This post could be permanent or temporary.

CRAFT SUBJECTS
(Wood, Metal, Multi-Media)
Central Park Secondary School, Ryles Park Road, Macclesfield (1,250 boys and girls, 11-16).
Closing date 7 November, 1977.

County of Cleveland

SECONDARY SCHOOLS

All Secondary Schools are mixed Comprehensive Schools.

11-16 SCHOOLS

SCALE 2, ECONOMICS AND COMMERCE
LAURENCE JACKSON SCHOOL (Roll 1,609)
Church Lane, Guisborough, Cleveland, TS14 6RD
(Tel: Guisborough 33412)
Required for January or Easter, a teacher to be responsible for ECONOMICS AND COMMERCE.

SCALE 1, ART/GENERAL SUBJECTS
BASSLETON SCHOOL (Roll 1,020)
Baysdale Road, Thornaby, Cleveland, TS17 9DB
(Tel: Stockton 612621)
Required for January, 1978, or as soon as possible thereafter, a suitably qualified teacher to teach ART throughout the school. Candidates should state their second teaching subject(s).
(Application forms returnable to the Head Teacher at the above address, within 10 days of the appearance of this advertisement.)

SCALE 1, DESIGN AND TECHNOLOGY
ST. MICHAEL'S R.C. SCHOOL (Roll 846)
Beamish Road, Billingham, Cleveland, TS23 3DY
(Tel: Stockton 560612)
Required for January, 1978, or as soon as possible thereafter, a teacher for DESIGN and TECHNOLOGY. The school has a well equipped and established department with courses including 'O' level Design and Technology.
(Application forms returnable to the Chairman of the Governors at the above address.)

SCALE 1, DRAMA
SHERATON SCHOOL (Roll 914)
Kelton Road, Stockton, Cleveland, TS19 8SU
(Tel: Stockton 616221)
Required for January, 1978, a teacher for DRAMA (including C.S.E. responsibility). This is a temporary appointment for two terms.

SCALE 1, ENGLISH
SALTSCAR SCHOOL (Roll 769)
Corporation Road, Redcar, Cleveland
(Tel: Redcar 4987)
Required for January, 1978, a teacher for ENGLISH.

SCALE 1, HISTORY
GILLBROOK SCHOOL (Roll 1,163)
Normanby Road, South Bank, Cleveland, TS6 9AG
(Tel: Eston Grange 56201)
Required for January, 1978, or earlier if possible, a teacher for HISTORY.
(Application forms returnable to the Head Teacher at the above address, within 10 days of the appearance of this advertisement.)

Financial assistance with household removal expenses is available in approved cases.
Further details and application forms are obtainable from the Head Teachers at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.
Letters of application and completed application forms should be submitted direct to the Head Teachers at the addresses shown above within 14 days of the appearance of this advertisement, unless otherwise stated.

SECONDARY
Mathematics
continued

SHROPSHIRE
[illegible] School, [illegible]. Required for January 1978, or as soon as possible, GRADUATE to teach MATHEMATICS to 'A' level and some PHYSICS. [illegible] Please apply by letter to the Headmaster giving the names of two referees.

STOCKPORT
(Metropolitan Borough)
Required for January, 1978 — SECONDARY HARRYTOWN [illegible] SCHOOL, Lowning Lane, Brinnington. Temporary full-time TEACHER for MATHEMATICS until 31st August, 1978. Scale 1. Reference 515 TES. To teach across the ability range to C.S.E. level. Ability to help with games would be an advantage.
Application forms and further details from the Head Teacher at the school (quoting reference) and return to the Head Teacher by 11th November, 1977.

STOCKPORT
(Metropolitan Borough)
SECONDARY
HAZEL GROVE HIGH SCHOOL, Jacksons Lane, Hazel Grove.
Required for January, 1978 — Temporary full-time TEACHER of MATHEMATICS, until August 31, 1978. Scale 1 (reference 542 TES). To teach across the ability range from 11 to 18. Modern Maths based on the SMP lettered texts is taught to CSE and "O" level.
Application forms and further details from the Head Teacher at the School (quoting reference) and return to the Head Teacher by November 11, 1977.

SUFFOLK
COUNTY COUNCIL
STOKE HIGH SCHOOL
(11 to 16; Mixed Roll 1,038)
Maidenhall Approach, Ipswich IP2 9HJ.
Headmaster Mr. H. E. Cadwallader
Required January, 1978, or as soon as possible thereafter TWO ASSISTANT TEACHERS for MATHEMATICS (Scale 1) one of whom will be expected to teach computer studies maths and computer studies are taken for the 16 plus, C.S.E. "O" level and C.S.E. examinations respectively.
Please specify for which post you wish to be considered and apply initially by letter giving curriculum vitae and the names and addresses of two referees to the head at the school marking your envelope "app" and enclosing S.A.E.

WEST SUSSEX
NORTH EASTERN AREA
HOLY TRINITY SCHOOL
Hassops Green, Crawley
MATHEMATICS TEACHER required for January, 1978, to teach all abilities, and some sixth form work.
Courses to C.S.E. (Mode 1 and 3), "O" and "A" level are fully established. Computer Science is provided as a sixth form option.
Church of England comprehensive school, 970 on roll, inc. 150 in sixth form.
Willingness to assist with out-of-school activities would be an advantage.
Particulars and form from Head Teacher on receipt of S.A.E. Favourable housing scheme for teachers in Crawley New Town. London Fringe Area Allowance.

Modern Languages

Heads of Department

DURHAM
COUNTY COUNCIL
BELMONT COMPREHENSIVE SCHOOL
(1,141, 11 to 16 years)
HEAD of MODERN LANGUAGES DEPARTMENT. Salary scale 3. A well qualified and experienced TEACHER (Graduate preferred) required for January 1978 preferably able to offer French and German.
Stamped addressed envelope for application form to Area Education Office, County Hall, Durham.
Closing date for receipt of applications, November 14, 1977.

HERTFORDSHIRE
LEGGATTS SCHOOL
Leggatts Way, Watford
(Roll: 910, mixed all-ability)
Required January, or as soon as possible thereafter, HEAD of MODERN LANGUAGES. Scale 3, plus London fringe allowance. French is taught throughout the school with German as a second language introduced in the third year. Candidates should preferably be able to teach both languages to "A" level. Courses are offered to C.S.E., "O" and "A" level. School has a Language laboratory.
Applications should be made to the Headmaster, together with names and addresses of two referees, including a S.A.E. Closing date 14th November, 1977.

SOMERSET
SYDENHAM SECONDARY
Bridgwater
(11 to 16 mixed comprehensive, 1,000)
For April, 1978, or January, 1978, if possible, HEAD of MODERN LANGUAGES Scale 3, to be responsible for the teaching of languages throughout the school. At present French and German are offered to "O" and C.S.E. levels.
Apply by letter to the Head of the school with curriculum vitae and names of two referees. Closing date November 11, 1977.

Other Posts on Scale 2 and above

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
KNOTTINGLEY HIGH SCHOOL
(1,300 pupils on roll)
Required for January 1978 or as soon as possible thereafter, GRADUATE to teach FRENCH throughout the school and to coordinate the lower school French. Courses in French at "O" and "A" level and in C.S.E. or C.S.E. An enthusiastic interest in audio-visual methods will be a strong recommendation. Scale 2 post available.
Requests for application forms and further details (accompanied by a S.A.E.) should be addressed to The Education Department, Bond Street, Wakefield, to be returned as soon as possible.

Scale 1 Posts

BARKING
(London Borough of)
BARKING ABBEY COMPREHENSIVE SCHOOL
[illegible] Required as soon as possible [illegible] London Addition £162 per annum. Reimbursement of removal expenses in approved cases.
Application form available (S.A.E.) from the Headteacher returnable by 10th November, 1977.

CROYDON
(London Borough of)
LANFRANC HIGH SCHOOL,
Mitcham Road,
Croydon CR9 3AR.
Tel.: 01-684 1255.
Tenable 1st January, 1978.
Required for this 11-18 mixed comprehensive, a TEACHER of FRENCH to take up to "A" level.
Salary Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

DERBYSHIRE
EDUCATION COMMITTEE
THE PINGLE SCHOOL
Swadlincote, near Burton-on-Trent
DE11 9QA
(1,050 pupils on roll)
ASSISTANT TEACHER of FRENCH required for January, 1978, or as soon as possible. Scale 2 allowance for suitably qualified and experienced teacher. Examination work at all levels up to G.C.E. "A" levels.
Application by letter to the Headmaster giving names of two referees.

DEVON
TORQUAY BOYS' GRAMMAR SCHOOL
Barton Road
Graduate FRENCH TEACHER Scale 1, required January 1978, or as soon thereafter as possible.
Letters of application, with curriculum vitae and names and addresses of two referees to Headmaster.

DEVON
WIDEY SECONDARY SCHOOL FOR BOYS
Widey Lane, Crownhill, Plymouth
(410 on roll)
Required for January 1978 for a temporary appointment only a TEACHER, Scale 1, for FRENCH and ENGLISH. A willingness to assist with games would be an added recommendation.
Application forms (stamped addressed envelope) from Headmaster returnable to him within 14 days.

DURHAM
COUNTY COUNCIL
BISHOP BARRINGTON COMPREHENSIVE SCHOOL
(1,240 on roll)
FRENCH. Salary: Scale 1.
A well qualified and experienced TEACHER (Graduate preferred) required for January 1978 to also offer German in a Department which has both C.S.E. and G.C.E. "O" level courses.
Stamped addressed envelope for application form and further details to Area Education Office, Kingsway, Bishop Auckland, Co. Durham.
Closing date for receipt of applications: 14th November 1977.

DURHAM
COUNTY COUNCIL
BRANDON NORTHFIELD COMPREHENSIVE SCHOOL
(1,200 on Roll)
(130 in Sixth Form)
FRENCH, Salary Scale 1. TEACHER required for April 1978, or earlier to teach subject to G.C.E. "A" level (Graduate preferred).
Stamped addressed envelope for application form to Area Education Office, Seaside Lane, Easington Colliery, Co. Durham.
Closing date for receipt of applications November 11, 1977.

DURHAM
COUNTY COUNCIL
SPENNYMOOR COMPREHENSIVE SCHOOL
(1,000 on roll; 135 in Sixth Form)
FRENCH, Salary: Scale 1
Well qualified TEACHER required for January 1978 to also offer some English and History with possibility of examination work.
Stamped addressed envelope for application form to Area Education Office, Green Lane, Spennymoor, Co. Durham.
Closing date for receipt of applications: 14th November 1977.

ESSEX
BEAUCHAMPS SCHOOL
(Roll: 1,330)
Beauchamps Drive, Hill Avenue
Wickford
Tel.: Wickford 0466.7.8

SPANISH AND FRENCH

Required for January 1978 (or as soon as possible afterwards) in this 11-18 Mixed Comprehensive School.
Full details about the post and the School are available on application to the Headmaster. (A stamped addressed envelope must be enclosed please). Closing date for receipt of applications: Monday, November 14th 1977.

SIR CHARLES LUCAS COMPREHENSIVE
(Roll: 1,750)
Hawthorn Avenue, Colchester
Tel: Colchester 76217

TEMPORARY

Required January to August 1978 TEACHER of MODERN LANGUAGES (French and/or German) especially Language laboratory, flourishing exchanges.
Further details and application forms available from the Headmaster.

HAMPSHIRE
MOORHILL SCHOOL
Moorhead Avenue, Southampton SO3 [illegible]
(12 to 16 Mixed Comprehensive, number on roll 860)
Required for Spring Term only Scale 1—FRENCH (HUMANITIES). Apply by letter with S.A.E. to Head by 4th November.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
MAYLANDS SCHOOL FOR GIRLS
Broadstone Road, Off Albany Road, Hornchurch, RM12 4AJ
(Roll 742)
Required January 1978; ASSISTANT TEACHER (until 31st August 1978, in the first instance) to join the Languages Department to teach FRENCH and EUROPEAN STUDIES to C.S.E. level with potential to develop "O" level. Ability to assist with first-year Humanities on a team teaching basis an advantage.
Letters of application to the Head Teacher giving full curriculum vitae and quoting two referees.

West Glamorgan County Council

Applications are invited from suitably qualified teachers for the following Scale 1 posts in the Authority's service:

MATHEMATICS

PENLAN COMPREHENSIVE, HEOL GWYROSYDD, PENLAN, SWANSEA
(BOYS) (1,500 on roll) Age-range 11 to 18) (Social Priority School)

(i) to "A" level with "A" level Physics (Post Ref: 1.21.77).

(ii) to CSE/"O" level (Post Ref. 2815/2.21.77).

Application forms are available from the undersigned on receipt of a stamped addressed foolscap envelope quoting the appropriate post reference.

CLOSING DATE. The closing date for the receipt of completed application forms is Thursday, November 10, 1977.

Education Department,
Princess House, Princess Way,
SWANSEA.

John Beale,
Director of Education

Royal County of BERKSHIRE

Closing date 14 November unless otherwise stated. Posts for January or as soon as possible thereafter unless otherwise specified. For Secondary School posts only apply to Head Teacher with details, naming two referees (details) or for application form (forms). Enclose a large stamped addressed envelope for all Applications. Lodging allowance and removal expenses scheme in operation. London Fringe Allowance £150 per annum; assistance of housing in Slough and Bracknell New Town areas.

Primary Schools

HEAD TEACHERS
FOX HILL COUNTY INFANTS' SCHOOL
Pondmoor Road, Easthampstead, Bracknell
Required for this Group 5 Infant School. Interest and/or experience in team teaching situation. Vacancy due to retirement of present Head. Application forms and further details from the District Education Officer, Fitzwilliam House, Skimped Hill, Bracknell. Closing date 7 November, 1977.

WINCHCOMBE COUNTY JUNIOR SCHOOL
Shaw Estate, Newbury
Required in April, 1978, for this Group 5 school, roll 200. Further details and application forms available from the District Education Officer, 112 Newtown Road, Newbury RG14 7BX. Closing date 7 November.

Secondary Schools

DOMESTIC SCIENCE, Scale 2
WARREN FIELD COMPREHENSIVE SCHOOL
Long Readings Lane, Slough, roll 620 infant HEAD of HOME ECONOMICS Department required, including some NEEDLEWORK. Applicants with an interest in Home Management courses will be particularly welcome. (details)

ENGLISH, Scale 1
THE HOLT SCHOOL
Holt Lane, Wokingham
A qualified teacher of ENGLISH preferably a graduate, required for this comprehensive school for 1,050 girls with grammar in years 5 and 6. A person who is interested in DRAMA work, both in the classroom and as a club activity is sought (details) Quote ref: WSA1117.

ST CRISPINS SCHOOL
London Road, Wokingham
Graduate ENGLISH teacher for CSE-level, initially, for this school (roll 800) which is pleasantly situated and accepted its fourth comprehensive intake this September. (details) Quote ref. WSA1137.

HISTORY, Scale 1
ALFRED SUTTONS BOYS' SCHOOL
Crescent Road, Reading. Roll 930
Two teachers required to join the Department of HISTORY and ECONOMICS. Teaching available at all levels, according to the particular interests and wishes of the successful candidates. A recommendation would be a willingness to share in the work of one or more of the following courses: "A" level Economics, "O" level Social and Economic History, C.S.E. Modern History, C.S.E. Social Studies. (details)

MATHEMATICS, Scale 3
WARREN FIELD COMPREHENSIVE SCHOOL
Long Readings Lane, Slough.
Roll 620 mixed
HEAD of MATHEMATICS Department required to take over the organisation of courses up to and including G.C.E. "O" level. (details)

MATHEMATICS, Scale 1
KENDRICK GIRLS' SCHOOL
London Road, Reading. Roll 550
Required for February, 1978 (after half term) honours graduate in MATHEMATICS to share the teaching of Mathematics and Further Mathematics throughout the School to "A" level. (forms)

PE, Scale 1
ST CRISPINS SCHOOL
London Road, Wokingham
Teacher for GIRLS' PE required for school, roll 800, with well-equipped gymnasium, sports hall will soon be on site. Games are hockey, rounders and tennis, gymnastics a further part of the curriculum (details) Quote ref: WSA 1111.

SCIENCE, Scale 4
WINDSOR HIGH SCHOOL
Imperial Road, Windsor
Roll 680
HEAD of SCIENCE required for this grammar school in the process of transition to a 6 FE 11-18 girls' comprehensive school. There is a strong science tradition and subject interest throughout the School with many pupils doing "A" level. Interest in Science curriculum development desirable. (details)

SCIENCE, Scale 2
WESTWOOD GIRLS' SCHOOL
Honey End Lane, Reading
Roll 970
PHYSICAL SCIENTIST to teach Integrated Science (SCISP) to "O" level. Combined Science in 1st and 2nd Years and "A" level CHEMISTRY to Boys and Girls in Joint Sixth Form of Westwood and Stoneham School. A joint post is available for an experienced applicant. (forms)

SCIENCE, Scale 1
WINDSOR HIGH SCHOOL
Imperial Road, Windsor.
Roll 580 girls
Required for two terms, full or part time, from January, BIOLOGY teacher to take the subject to C.S.E. "O" level and some "A" level work with all age groups. (details)

VARIOUS, Scale 1
EASTHAMPSTEAD PARK SCHOOL
Wokingham Road
Teachers required as soon as possible for this co-educational comprehensive school (11-18) roll 1,300, serving Bracknell New Town, part of Educational Centre including Berkshire's residential Adult College:
1. MATHEMATICS and SCIENCE including BIOLOGY.
2. GEOGRAPHY, HISTORY, SOCIAL STUDIES and RELIGIOUS EDUCATION.
3. FRENCH, ENGLISH, GERMAN if possible.
4. ART, TECHNICAL DRAWING, assistance with MUSIC and PHYSICAL EDUCATION.
5. HOME ECONOMICS, PARENTCRAFT, ART, PHYSICAL EDUCATION assistance, MUSIC.
Or variations of the above groups of subjects. When seeking application, please state combination of subjects on offer. (forms)

Special Schools

SCALE 1 Posts
BRAYBROOKS DAY (ESN) (M) 7(8)
Kennel Lane, Bracknell.
Roll 150 mixed
Teacher for class of 9/10 year olds mixed
Interest in ART/CRAFT, GAMES and/or MUSIC desirable, as other interests should be listed (forms)

SECONDARY UNIT, NORTHBROOK CENTRE
Penn Road, Slough
ASSISTANT TEACHER
For this Special Unit which caters for emotionally disturbed children, mainly boys, aged 11-15 years, many of whom have learning difficulties. A genuine interest in this type of work more important than subject teaching but ability to help with games desirable. Application forms from District Education Officer, 46 High Street, Slough SL1 1EN.

SECONDARY
Modern Languages
continued

HUMBERSIDE
EDUCATION DEPARTMENT
EAST NORTH DIVISION
[illegible] School,
[illegible] Road, Beverley
Required for January 1978: a TEACHER of FRENCH in the Lower School (11 to 13 years). Scale 1 post.
Application forms and further details are available from the Headmaster of the school to whom completed forms should be returned by 11th November 1977.

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
[illegible] HIGH SCHOOL
Skelton, North Cave
North Humberside
Required for January 1978: a TEACHER of FRENCH (Scale 1). Assistance with German would be helpful. French and German are taught to Advanced level. Spanish and Latin to Ordinary level.
This is a fully comprehensive co-educational 11 to 18 school with 1,645 pupils on roll including 175 in the Sixth Form. Situated eight miles west of Hull in pleasant rural surroundings. The modern buildings provide excellent facilities for study including specialist rooms and a 30-booth language laboratory.
Further information and application forms (S.A.E.), please may be obtained from the Headmaster at the school to whom they should be returned not later than 14th November 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CHATHAM HOUSE GRAMMAR SCHOOL
Ramsgate [illegible]
Tel.: 0843 [illegible]
Headmaster: D. [illegible], M.Ed.
780 boys, including 240 sixth form
Required for January, GRADUATE to teach GERMAN and some FRENCH. Sixth Form work available for well-qualified candidate. Temporary or permanent appointment considered.
The Department has a good record of success in winning Oxbridge Open Awards.
Apply as soon as possible by letter to the Headmaster, giving curriculum vitae and names and addresses of two referees.

SIR JOSEPH WILLIAMSON'S MATHEMATICAL SCHOOL
Rochester
A grammar school of 790 boys (11-18 age group; 175 in sixth form) in modern premises on the outskirts of Rochester.
Required in January 1978, a GRADUATE to teach FRENCH to GCE Ordinary and Advanced levels. The French Department makes sound use of audio visual material, and experience in developing this aspect would be a recommendation. The teacher appointed could expect to be involved in preparation for both G.C.E. and C.S.E. examinations.
The ability and interest to become involved in games and other out of school activities will be an advantage.
Salary: Burnham Scale 1.
Apply immediately to the Headmaster by letter with curriculum vitae and giving the names and addresses of two referees.

LEICESTERSHIRE
CITY OF LEICESTER SCHOOL
[illegible]
FRENCH
Scale 1
Required January, or as soon as possible thereafter, qualified graduate TEACHER of FRENCH, full or part-time.
Further details from the Head. Apply immediately enclosing with full particulars, and the names and addresses of two referees (S.A.E.).

LIVERPOOL
ST. FRANCIS XAVIER'S COLLEGE
Beaconsfield Road, Woolton, Liverpool L25 6EG.
(Direct grant, 650 boys)
Required as soon as possible (1) Part-time TEACHER for S.T.O.
(2) Part-time TEACHER for WOODWORK and BRASS
Apply in writing to the Rev. Headmaster or telephone 051-428 2055.

LIVERPOOL
WEST DERBY HIGH COMPREHENSIVE SCHOOL
Quarry Road, Liverpool L13 7DH
Required for January, ASSISTANT for MODERN LANGUAGES, Scale 1, to teach GERMAN with some FRENCH. Language laboratory plus other aids.
Forms obtainable from (S.A.E.) and returnable by 7th November to the Head Teacher, quote ref. [illegible]

LONDON, S.E.14
ADDEY AND STANHOPE SCHOOL
[illegible] New Cross Road, S.E.14
(Voluntary Aided Co-educational School, 500 pupils)
Required in January 1978 until the end of the Spring Term, TEACHER of FRENCH, preferably full time, but part time candidate will be considered. Work to "A" level might be available for a suitably qualified candidate. The School had its first all ability intake in Form 1 in September 1977.
Apply as soon as possible to the Headmaster with details of two referees.

NORTH TYNESIDE
METROPOLITAN BOROUGH COUNCIL
EDUCATION COMMITTEE
NORHAM HIGH SCHOOL
Alnwick Avenue, North Shields NE29 7RH
Headmaster: Mr. A. H. Moyse, M.A.
Required for January 1, 1978, Scale 1, TEACHER of FRENCH in this 11 to 16 Comprehensive High School. Ability to offer some German an advantage. There are well established courses to C.S.E. and "O" Level.
Application forms are available on receipt of S.A.E. from the Headmaster, to whom they should be returned within two weeks of the appearance of this advertisement.

Lancashire County Council

CLOSING DATE 7TH NOVEMBER, 1977

Primary and Special Schools
For application form send stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ, unless otherwise stated.

Secondary Schools
Forms/further details from and returnable to the Headteacher of the School. S.A.E. please.

PRIMARY SCHOOLS

HEADSHIP
BLACKBURN, St. Luke's C.E. Primary School
(193 mixed)
January/May, 1978
Group 4 + S.P.A.

SPECIAL EDUCATION

HEADSHIP
BLACKBURN, Blackamoor Special School
(106 Delicate and Physically handicapped)
January or May, 1978
Group 6(S)

MASTER/MISTRESS
Thornton Cleveleys Great Arley—132
January, 1978
Domestic Science
Scale 1 + S.S.A.

SECONDARY SCHOOLS

HEADS OF DEPARTMENTS
Fleetwood Larkholme High—920
Broadway, Fleetwood FY7 8HE
January, 1978
Geography—Graduate
Scale 2 possibly 3

St. Thomas More R.C. High School
(Roll 857) (11-18 Comp.)
St. Vincent's Road, Fulwood, Preston PR2 4QV
May or September, 1978
Modern Languages (German and French)
Scale 4

SCALE 1 POSTS
Fleetwood Larkholme High—920
Broadway, Fleetwood
January, 1978
Music

Garstang County High—880
Garstang Road, Bowgreave, Garstang, Preston PR3 1YE
Summer Term, 1978, or earlier if possible
Mathematics

Poulton-le-Fylde Hodgson High—1,048
Moorland Road, Poulton-le-Fylde
January, 1978
R.E.

St. Edmund Campion R.C. High School (Group 9)
Parkfield Crescent, Lea, Preston.
1st January or 1st May, 1978
English to C.S.E. (ability to offer Senior Girls' Games and R.E. an advantage).

Skelmersdale College—205+
Northway Skelmersdale WN8 6LU
January, 1978 or earlier if possible
Secretarial Subjects
Scale 1 or 2 according to experience

Burnley Ivy Bank High School
Byron Street. Co-educational. 1,129 Pupils, 11-16 years
As soon as possible
Handicrafts
Re-advertisement

NOTTINGHAMSHIRE
[illegible] School
[illegible]
Required for January 1978, or as soon as possible thereafter, TEACHER of FRENCH to [illegible] The school is a 13 to 18 [illegible] The post is on Scale 1 [illegible]
Application forms and further particulars can be obtained from the Headmaster [illegible]

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
CROMPTON HOUSE C.E.
SCHOOL
Rochdale Road, Shaw, Oldham
Required immediately at this 11 to 18 mixed comprehensive school of about 750 pupils, Scale 1 TEACHER of GERMAN with French or English.
Apply by letter giving full details, including two referees, to the Head of the school immediately.

RICHMOND upon THAMES
(London Borough of)
SHENE SCHOOL
Park Avenue
East Sheen SW14 8RG
FACULTY OF LANGUAGES—Scale 1
Full-time temporary TEACHER of ENGLISH and CLASSICS required to teach mainly in the lower school. The appointment is from January 1978 or earlier until the end of the Spring Term.
Part-time TEACHER of [illegible] STUDIES required from January 1.
Shene School is a newly opened 11 to 16 comprehensive school situated in pleasant grounds near Richmond Park.
Forms (foolscap S.A.E.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school by November 7.

SHEFFIELD
EDUCATION COMMITTEE
SPRINGFIELD SCHOOL
Wood Lane, Sheffield S6 5HG
(an 11 to 18 Secondary)
Required for January, 1978, a GRADUATE to teach FRENCH to C.S.E. and "O" level with a possibility of Sixth Form work later. Scale 1.
Application forms are obtainable from the Head Teacher, to whom they should be returned within 14 days of the appearance of this advertisement.

SHROPSHIRE
EDUCATION COMMITTEE
THE WAKEMAN SCHOOL
(Mixed Grammar)
Abbey Foregate
Shrewsbury SY2 6AA
Required January 1978, TEACHER of FRENCH/GERMAN. Ability to teach to "A" level essential.
Applications to Headmaster, letter only, naming two referees. Relationship to members/officers of the Council must be disclosed.

WEST SUSSEX
NORTH EASTERN AREA
HAZELWICK SCHOOL
Three Bridges, Crawley
Required as soon as possible TEACHER of FRENCH and/or SPANISH.
Work at "A" level and [illegible] levels available for well qualified candidate.
Particulars and form from Head Teacher on receipt of S.A.E. Favourable housing scheme for teachers in Crawley New Town. London Fringe Area Allowance.

WIRRAL
(Metropolitan Borough of)
WEST KIRBY GRAMMAR SCHOOL FOR GIRLS
Graham Road, West Kirby, Wirral, L48 5DP, Merseyside
(590 girls)
For January:—
Graduate TEACHER for FRENCH, Scale 1 Post.
Please apply at once by letter, giving curriculum vitae and names and addresses of two referees, to the Headmistress at the school.

Music

Heads of Department

AVON COUNTY
HARTCLIFFE SCHOOL
Bishport Avenue, Bristol.
BS13 0RJ.
(Mixed 11-18 Comprehensive, 2,100)
Tel. 0272 649135
Required for April or September 1978, HEAD of MUSIC (Scale 4 plus S.P.S. allowance) to teach MUSIC throughout the school within the Creative Arts Faculty. Enthusiastic teacher is required able to provide effective leadership in choral and orchestral work. Purpose-built music suite. Good backing from peripatetic staff and very successful swing band. First preference to candidates from Avon schools.
Application by letter to the Headmaster with full curriculum vitae and the names and addresses of two referees.

Other Posts on Scale 2 and above

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
LONDON COLNEY SCHOOL
(Group 7)
Alexander Road, London Colney, St. Albans
Qualified TEACHER of MUSIC required with possibility of Scale 2 for suitably experienced person. Music is taught to first three years, but extension to upper school is anticipated.
Person appointed will be expected to teach a subsidiary subject and candidates able to offer Art and Craft should state this in their letter of application.
Applications to the Head naming two referees.

KIRKLEES
METROPOLITAN COUNCIL
THORNHILL HIGH SCHOOL
Valley Drive, Thornhill, Dewsbury, W. Yorks WF12 0NE
Required for Easter, 1978, TEACHER of MUSIC, Scale 2 post available for suitably experienced candidate able to take responsibility for the subject throughout the school.
Application forms (S.A.E., please) from the Headmaster at the school to be returned by November 11, 1977.

Scale 1 Posts

BEXLEY
[illegible] Required for January 1978 [illegible] TEACHER to teach in Primary and Secondary Schools in the North Bexley area. [illegible]
Salary Burnham Scale for qualified teachers [illegible]
Application forms and further details (S.A.E.) from the Area Education Officer [illegible]

EAST SUSSEX
[illegible] Full-time qualified PERIPATETIC TEACHER of ORCHESTRAL BRASS INSTRUMENTS required from January, 1978, or as soon as possible thereafter, to teach individuals and groups in Middle and Secondary Schools in the Western Area of the County, based on Brighton, and to assist the Youth Orchestra of the Area.
Burnham Scale 1. Travelling allowance. Ability to drive a car is essential. Relocation grant available in approved cases.
Further particulars and application forms from the Chief Education Officer, P.O. Box 4, County Hall, Lewes (self-addressed envelope, please).

GLOUCESTERSHIRE
SAINTBRIDGE SCHOOL
Cotswold Road, Gloucester
MUSIC TEACHER, Scale 1, required for January, April or September. Temporary appointment for one or two terms could be considered. New buildings including Music block. Multiple involvements.
Applications by letter to Headmaster naming two testimonials and [illegible]

HILLINGDON
(London Borough of)
BISHOPSHALT SCHOOL
Royal Lane, Hillingdon, Uxbridge
(900 on roll—165 in Sixth Form)
Head Teacher Dr. E. Hatley, B.A.
Required for January, 1978, TEACHER of MUSIC. This is a temporary appointment for one term only. The school has a new purpose-built Music suite and music has traditionally played a large part in the life of the school.
Applications should be made by letter to the Headmaster, giving brief career details and the names of two referees.
London Allowance payable.

KIRKLEES
METROPOLITAN COUNCIL
THORNHILL HIGH SCHOOL
Valley Drive, Thornhill, Dewsbury
West Yorkshire WF12 0HE
(13-18 Comprehensive; 720 mixed)
Required for January 1978 for one term, temporary TEACHER of MUSIC (Scale 1). Consideration will be given to candidates seeking a first teaching appointment.
Application forms (S.A.E. please) from the Headmaster at the school to be returned as soon as possible.

LONDON, W.6
LATYMER UPPER SCHOOL
Hammersmith, London W6 9LR
(H.M.C. Direct Grant, going independent; 1,100 boys)
Required for January, 1978, a VIOLIN TEACHER, three days a week, for individual pupils ranging in age from nine to 17 and a few [illegible] Some viola teaching would also be required. The successful applicant will also coach the string section of the orchestra and other ensembles.
Apply to the Headmaster with full particulars and names of two referees.

NORTH TYNESIDE
METROPOLITAN BOROUGH COUNCIL
EDUCATION COMMITTEE
RALPH GARDNER HIGH SCHOOL
Albion Road West, North Shields NE29 0UN
Headmaster: Mr. F. E. Brassington, J.P., B.A.
Required for January 1, 1978, Scale 1, TEACHER of MUSIC. The school is a High School serving the age range 11 to 16. Facilities for the subject are excellent and the school has developed a strong musical tradition. An interest in guitar work would be an advantage, but is not essential.
Application forms are available on receipt of S.A.E. from the Headmaster to whom they should be returned within two weeks of the appearance of this advertisement.

NORTH YORKSHIRE
(County of)
COUNTY MUSIC STAFF
Required as soon as possible:
(1) Part time TEACHER of WOODWIND (Clarinet) in the Harrogate and Skipton areas. There is up to a maximum of 12 hours per week teaching available.
(2) Part time TEACHER of WOODWIND in the Sherburn/Selby/Tadcaster areas. There is up to a maximum of 15½ hours per week teaching available.
The salary for the above posts will be on scale 1 for a qualified teacher or in accordance with Burnham Scale "A" for an unqualified teacher.
Application forms (S.A.E.) available from the County Education Officer, Room 143, County Hall, Northallerton, North Yorkshire, DL7 8AE to whom completed forms should be returned within 10 days of the appearance of this advertisement.

RICHMOND upon THAMES
(London Borough of)
SHENE SCHOOL
Park Avenue
East Sheen SW14 8RG
Temporary full-time TEACHER of MUSIC required for the remainder of this term due to the absence through illness of the Head of Department. Shene School is a newly opened 11 to 16 mixed comprehensive situated in pleasant grounds close to Richmond Park.
Forms (foolscap S.A.E.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school by November 7.

SANDWELL
(Metropolitan Borough of)
Required for January, 1978:
ALEXANDRA HIGH SCHOOL
(11 to 18 Mixed Comprehensive)
TEACHER of MUSIC—Scale 1 post—to share work of department in lower school. Willingness to share in extra-curricular music activities, particularly with junior choir desirable.
Application forms and further details available from, and returnable to the Head Teacher, Alexandra Road, Tipton, West Midlands. Closing date November 11, 1977.

SOMERSET
HEATHFIELD SECONDARY
Monkton Heathfield, Taunton
(11 to 16 mixed secondary, 700 on roll)
Comprehensive re-organisation planned
For January or April, 1978, TEACHER to take responsibility for MUSIC throughout the school. A Scale 2 or 1 post is available.
Application form, returnable as soon as possible, and details (S.A.E.) from the Head at the school.

Pastoral

Heads of Department

CROYDON
(London Borough of)
EDENHAM HIGH SCHOOL,
Orchard Way, Shirley, CR0 7NJ
Tenable 1st September 1978
HEAD of SECOND YEAR. Applications are invited from strong and successful classroom teachers for a new post in this 11 to 16 purpose-built, mixed Comprehensive School. At present Edenham has 240 first-year pupils in a first-year centre and the successful candidate will be responsible for the pastoral care of these children through their next year as the school develops.
Salary: Burnham Scale 4 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Application forms and further details from the Headmaster.
Closing date 16th November 1977.

Other Posts on Scale 2 and above

EALING
(London Borough)
EDUCATION SERVICE
TWYFORD HIGH SCHOOL
Twyford Crescent, Acton, London W.3
Required for January, 1978, or as soon as possible thereafter an ASSISTANT TEACHER for the experimental unit to provide facilities for the care of emotionally disturbed pupils who cannot cope in the normal classroom situation.
The candidate must be able to offer experience of this kind of work, a constructive approach and ability to cooperate with other members of the school staff.
Scale 2 post will be available for a suitably qualified candidate. Social priority allowance is payable in respect of this appointment. London allowance £162.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging allowance and travel expenses whilst looking for accommodation.
Application forms from the Head of the school, to be returned as soon as possible (S.A.E.). Telephone: 992 8274.

CITY OF BIRMINGHAM
Education Department

COUNTY SECONDARY SCHOOLS
SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, letters of application (giving age, qualifications, experience and names of two referees) should be sent immediately, together with stamped addressed envelope to Head of School.

Ladywood School, Friston Street B16 8QT
Required January for HEAD OF BUSINESS STUDIES, Scale 3/4 according to experience. A well-equipped department covering a wide range of examination courses for 4th, 5th and 6th Year pupils.

Sheldon Heath School, Sheldon Heath Road B26 2RZ
1,600 boys and girls, 11-18
Required January, 1978
Teacher of HOME ECONOMICS, Scale 2 post available for suitably qualified and experienced applicant (applicants looking for a Scale 1 post will be considered).
Experience of teaching to "O" level and an interest in Child Care Courses would be an advantage.

Small Heath School and Community Centre, Muntz Street B10 9RX
8 Form Entry. 11-18 Comprehensive
Required, January, 1978. Temporary teacher of FRENCH. Scale 2 post could be available, depending on qualifications and experience.

VOLUNTARY AIDED SECONDARY SCHOOLS
SCALE 2 POSTS & ABOVE

Blessed Humphrey Middlemore R.C. School, Moichley Lane B17 0JJ
Required for January if possible, HEAD OF REMEDIAL DEPARTMENT, Scale 3.
Applications to the Clerk to the Governors, care of the school, giving two referees.

St. Chad's R.C. School, Brearley Street B19 3NG
Required, January, 1978.
Scale 2 post (possibility of Scale 3 for suitable applicant) SCIENCE Teacher, specialising in PHYSICS.
S.P.S. Allowance.
Applications to Clerk to the Governors, care of Head Teacher, at the school.

COUNTY SECONDARY SCHOOLS
SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of School as soon as possible, together with the names of two referees and a stamped addressed envelope.

Alderlea School, Alderpits Road B34 7JA
580 Boys. 4 Form entry.
Required, January, 1978. Teacher of GEOGRAPHY/ENGLISH.

Bordesley Green Girls' School, Marchmont Road B9 5XX
HOME ECONOMICS with half of teaching time in another subject area, preferably SCIENCE or GEOGRAPHY.

Byng Kenrick Central School, Gressel Lane, Tile Cross B33 9UF
Mixed 810, 94 in sixth forms.
Required January, temporary in the first instance, teacher of MODERN LANGUAGES. The Department teaches French, Spanish, German and Russian to "O" and "A" levels; any combination will be considered.

Highgate School, Highgate B12 9DS
1,400 pupils, mixed. Sixth form over 200.
Required, January, 1978. Teacher to share in the teaching of PHYSICS to "A" level.

John Willmott School, Reddicap Heath Road, Sutton Coldfield B75 7DY
Roll approximately 850 (200 in Sixth Form) 5 Form Entry.
(a) MUSIC/ENGLISH, required as quickly as possible, to teach about equally Music to "O" level/C.S.E. and English in years 2 and 3. Choral and Orchestral work available.
(b) GEOGRAPHY, required January to teach throughout school. Interest in Field Work important. Also some HISTORY, initially in the Lower School.
Apply by letter to the school.

Waverley School, Hobmoor Road, Small Heath B10 9SY
Required January, 1978. Teacher (to be responsible for teaching METALWORK to G.C.E. "O" level and C.S.E. and to assist with Technical Drawing.
There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

SECONDARY
Pastoral
continued

HARINGEY

(Borough of)
ALEXANDRA PARK SCHOOL
Rhodes Avenue, N22
[illegible]
Required for January or as soon after as possible —
ASSISTANT PASTORAL HEAD for first two years, with ability to teach Mathematics in the first three years. SMILE project used for years one and two.
Scale 2 post for suitably qualified and experienced teacher.
Closing date: 7th November.
London Allowance (£402) payable.
Removal expenses, 100 per cent allowed.
Forms of application and further particulars (S.A.E.) available from the undersigned to be returned to Head of school as soon as possible.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

RICHMOND upon THAMES

(London Borough of)
GREY COURT SCHOOL
(11 to 16 Comprehensive Mixed)
Ham Street, Ham, Richmond Surrey TW10 7HN

PASTORAL SCALE 3

Required for Easter :—
TEACHER to be responsible in conjunction with the first Deputy Head for the overall welfare of girls in the school and to set up a Personal Relationships Course. Likely candidates should have had successful career in the academic field and be looking for a pastoral post with a view to promotion later. The preferred subjects offered could be English/Modern Languages.
Forms and further details (foolscap S.A.E.) from the Headmaster at the School, to whom completed forms should be returned by 7th November.

Scale 1 Posts

SOMERSET
THE BLAKE SECONDARY
Bridgwater
HEAD of Lower School.
See advertisement under Secondary—Deputy Heads.

Physical Education

Heads of Department

HERTFORDSHIRE
LEGGATTS SCHOOL
Leggatts Way, Watford
(Roll: 910 Mixed all ability)
Required January or as soon as possible thereafter, HEAD of GIRLS' PHYSICAL EDUCATION. Scale 3 plus London fringe allowance, to be responsible for the subject throughout the school. The person appointed will be expected to make some contribution to the teaching of a second subject. The department has excellent facilities including a heated swimming pool.
Applications should be made to the Headmaster, together with names and addresses of two referees, enclosing a S.A.E. Closing date November 14, 1977.

LEICESTERSHIRE
ST. PAUL'S R.C. (AIDED) SCHOOL
Spencefield Lane, Leicester
Roll 917

GIRLS' PHYSICAL EDUCATION AND BIOLOGY
Scale 1-2

Required January, ASSISTANT to teach GIRLS' PHYSICAL EDUCATION. Ability to offer Biology to C.S.E. an advantage.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (S.A.E.)

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
KETTLETHORPE HIGH SCHOOL
(1020 pupils on roll)
Required January 1978, HEAD of GIRLS' P.E. (Scale 3).
Requests for application forms and further details (accompanied by a S.A.E.) should be addressed to The Education Department, 8 Bond Street, Wakefield, to be returned as soon as possible.

Other Posts on Scale 2 and above

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
TOWNSEND CHURCH OF ENGLAND SCHOOL
High Oaks, St. Albans
TEACHER required January 1978, to be in charge of GIRLS' PHYSICAL EDUCATION. Scale 2 post.
This is a five form entry, secondary, all ability school (870 boys and girls) in new purpose-built accommodation, full gymnasium and games facilities and swimming pool.
Apply in writing to the Head naming two referees.

Scale 1 Posts

DEVON
EXMOUTH (CO-EDUCATIONAL COMPREHENSIVE) SCHOOL
(Roll: 2,500)
Applications are invited from suitably qualified persons for the two posts of ASSISTANT TEACHER for GIRLS PHYSICAL EDUCATION. Facilities include three gymnasia, a sports hall, and two swimming pools. One post will be Scale 1 and for the other, a scale 2 post is available for a suitably qualified and experienced candidate.
The successful applicant will be expected to take up the appointment in January, 1978.
Application forms (S.A.E. please) from Headmaster, Gipsy Lane, Exmouth, returnable as soon as possible.

RICHMOND upon THAMES
(London Borough of)
GREY COURT SCHOOL
(11 to 16 Comprehensive Mixed)
Ham Street, Ham, Richmond Surrey TW10 7HN
Required as soon as possible —
TEACHER to take charge of BOYS' PHYSICAL EDUCA-[illegible]

[illegible] The school has its own playing field. The person sought should be able to make a positive contribution to [illegible] and have a strong commitment to extra-curricular activities.
Form and further details (foolscap S.A.E.) from the Headmaster at the School to whom completed forms should be returned by November 7.

WIGAN
(Metropolitan Borough of)
ASHTON-IN-MAKERFIELD SECONDARY SCHOOL
Old Road, Ashton-in-Makerfield
[illegible]
Required for January 1, 1978, ASSISTANT TEACHER for BOYS' P.E. Scale 1. Excellent facilities.
Application forms and further particulars available from and returnable to the Headteacher at the school and Ashton-in-Makerfield [illegible]. Closing date November, 1977 (A.T.).

Religious Education

Heads of Department

BRENT
(London Borough of)
WILLESDEN HIGH SCHOOL
[illegible]
Required from January or as soon as possible thereafter for this comprehensive school—
HEAD of RELIGIOUS EDUCATION DEPARTMENT (Scale 3). Interest in comparative religion and experience in multi-racial schools welcome, as would be a modern, lively approach.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the School within 7 days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

COVENTRY (City of)
STOKE PARK MIXED COMPREHENSIVE SCHOOL
(900 on roll)
Required Easter, 1978 or January if possible, HEAD of RELIGIOUS EDUCATION DEPARTMENT, Scale 3 to teach the subject throughout the school to "O" and "A" levels.
Temporary appointment would be considered if necessary.
Closing date 10 days after appearance of advertisement. Canvassing disqualifies.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmistress at the school, Dane Road, Coventry CV2 4JW.

Scale 1 Posts

ESSEX
LOUGHTON GIRLS' SCHOOL
Roding Gardens, Loughton
(Roll 844)
Tel. 01-508 5006

HISTORY AND RELIGIOUS EDUCATION

Required for January, 1978. This post would be particularly suitable for inexperienced teacher as there will be a very light timetable for two terms.
The school is situated near Epping Forest with easy access to London via Central Line. Fringe Allowance is paid.
Further details and application forms available from the school.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
THE JOHN WARNER SCHOOL
Stanstead Road, Hoddesdon
(Tel. no.: Hoddesdon 62091)
TEACHER of RELIGIOUS EDUCATION required January. Applications are invited for a temporary appointment to replace a teacher on maternity leave. The teacher appointed would teach religious education from Years 1 to 5 and be involved with charity work, community service and assemblies.
Apply directly to the Headmaster, giving details and names and addresses of two referees.

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
DRIFFIELD SCHOOL
Manorfield Road
Driffield
Scale 1 post
Required for January, 1978, a graduate TEACHER of RELIGIOUS EDUCATION to teach the subject throughout the school including examination work at all levels.
Application forms and further details are available from the Headmaster at the school to whom completed forms should be returned by 11th November, 1977.

KIRKLEES
METROPOLITAN COUNCIL
RAWTHORPE SECONDARY SCHOOL
Nether Hall Avenue, Huddersfield HD5 9PG
Required for January, 1978, a temporary TEACHER, Scale 1, for GIRLS' PHYSICAL EDUCATION throughout the school.
Application forms and further particulars (S.A.E., please) from the Headmistress at the school.

LINCOLNSHIRE
SPALDING GLEED COUNTY SECONDARY GIRLS' SCHOOL
Burnham Scale 1, £2,697 to £4,239
Roll 791
For January, 1978, TEACHER for JUNIOR RELIGIOUS EDUCATION and ENGLISH. Suitable post for newly qualified teacher.
Forms from the Headmistress at the school, Neville Avenue, Spalding, Lincs. PE11 2EJ, on receipt of S.A.E., to be returned as soon as possible.

Science

Heads of Department

ESSEX
CORNELIUS VERMUYDEN
(Roll: 1,120)
Paul Avenue, Canvey Island
Telephone: Canvey Island 5011

HEAD OF BIOLOGY

Scale 3. For April, 1978, an experienced TEACHER with interest in Field Studies to be Second in Department.
Further details on application by letter to the Headmaster.

ESSEX
THE [illegible] SCHOOL
[illegible]
HEAD OF SCIENCE
Scale 4. Required to take over [illegible] colleagues able to teach Physics to "A" level and also inspire and [illegible] to develop a [illegible] Science Department in [illegible] laboratories.
A mixed comprehensive, the school was formed two years ago from one secondary and two grammar schools.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

NETHERSTILL COMPREHENSIVE
(Roll 1,150)
The Hides, Harlow
Tel.: Harlow 27271

HEAD OF PHYSICS

Scale 3. Required January, 1978 or as soon as possible, a Graduate Teacher of Physics, to organize the teaching of Physics at "A", "O" and C.S.E., and to supervise Physics within Combined Science teaching in the Lower School. London Fringe Allowance payable.
Apply in writing, giving two referees, and full details, to the Headmaster enclosing S.A.E.

KINGSTON UPON THAMES
(Royal Borough of)
HOLLYFIELD SCHOOL
Surbiton Hill Road, Surbiton
Surrey KT6 4TU
Telephone: 01-399 2657
(Six-form entry school, 11 to 18 mixed; 1,011 on roll)
Required for April, 1978, experienced GRADUATE as HEAD of CHEMISTRY, Scale 3. This is a flourishing department with successful courses up to C.S.E., "O" and "A" levels.
London Allowance (£297).
Assistance may be provided with removal expenses.
Application forms and further details, obtainable from the Headmaster to be returned to him as soon as possible.

STAFFORDSHIRE
EDUCATION COMMITTEE
CHENET SCHOOL
Albert Street, Cannock WS11 1JH
(Roll: 1,400; 120 in Sixth Form)
Required for April, 1978, HEAD of CHEMISTRY (Scale 4). The subject is well-established in the school with large numbers studying to "O" and "A" level each year. The school admitted its first comprehensive intake in September, 1975, and the successful applicant will have the opportunity of planning the development of his subject in the new situation.
Further details and application forms available from the Headmaster to whom completed forms should be returned within 14 days of the appearance of this advertisement.

Other Posts on Scale 2 and above

CAMBRIDGESHIRE
HUNTINGDON AREA

ST. PETERS SCHOOL
Huntingdon
(Comprehensive, Co-educational: 1,480 on roll)
Headmaster: W. G. Thomas, J.P., B.A.
GRADUATE (Scale 2) required from January to teach PHYSICS in this well-established Comprehensive School. General Science is taught in Years 1 and 2 and Physics is taught to C.S.E., "O" and "A" levels. Vacancy due to promotion.
Please write immediately to the Headmaster giving full curriculum vitae and the names and addresses of two referees.

EALING
(London Borough)
EDUCATION SERVICE
DORMERS WELLS HIGH SCHOOL
Dormers Wells Lane, Southall Middlesex
(Mixed 12 to 19 Comprehensive 1,370 on roll)
Headmaster, Mr. R. W. Thirkettle B.A.
Required for January, 1978, TEACHER of CHEMISTRY in particular in Nuffield Combined Science, in Second Year. From Third Year onwards pupils prepare for "A", "O" and C.S.E. examinations. Modern Laboratories, Seminar Rooms, Visual Aids Theatre available. Scale 2 post available for suitably qualified and experienced candidate, but newly qualified teachers may apply.
London Weighting £402, plus Social Priority Allowance.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Applications by letter to the Headmaster at the school enclosing testimonials and names and addresses of two referees (S.A.E.).

GLAMORGAN
ATLANTIC COLLEGE
See under Sixth Form and Tertiary Colleges display advertisement.

HAMPSHIRE
SHOLING GIRLS' SCHOOL
Middle Road, Southampton SO2 8RH
(12 to 16 Comprehensive: Roll 676)
Required for January: PHYSICS/GENERAL SCIENCE. Scale 2.
Apply by letter with S.A.E. to Head by 4th November.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
ST. MICHAEL'S SCHOOL
Sandown Road, Stevenage
Herts. SG1 5SE
Tel.: Stevenage 2081

Required January, or as soon as possible thereafter, BIOLOGY SPECIALIST with suitability General Science. Scale 2 post for a person with suitable experience.
Write or telephone the Headmaster, giving names of two referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
WALDERSLADE SECONDARY SCHOOL FOR GIRLS
Bradfields Avenue, Chatham
(Roll 724)
Required from January, 1978, if possible, Scale 2 appointment to assist with the teaching of SCIENCE, particularly BIOLOGY, in the upper school. Excellent modern facilities.
Social Priority School allowance also payable. Applications to the Headmistress at the school, quoting two referees.

KENT
[illegible] SCHOOL
[illegible]
A BIOLOGY SPECIALIST is required to take intelligent, hard-working [illegible] to "O" and "A" levels. Preferably residential appointment, Scale 2(?) or according to qualifications and experience.
Apply Headmaster at East Sutton, Maidstone, Kent.

LEICESTERSHIRE
CITY OF LEICESTER SCHOOL
Downing Drive, Leicester
(Roll 777)

BIOLOGY
(Scale 2)

Required January, or as soon as possible thereafter, Honours Graduate in Biology to teach at all levels of G.C.E. including scholarship work.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

LINCOLNSHIRE
STAMFORD HIGH SCHOOL
(Direct Grant Independent)
Required for January or September, 1978:—
Qualified PHYSICS GRADUATE to teach throughout the school to University Scholarship level.
Scale 3 post available to suitably qualified candidate.
Burnham plus.
Staff flat available.
Apply to Headmistress as soon as possible.

Scale 1 Posts

BARKING
(London Borough of)
MAYESBROOK COMPREHENSIVE SCHOOL
Lodge Avenue, Dagenham
(Roll 1,400)
Required for January 1978, or as soon as possible thereafter: SCIENCE TEACHER. Ability to offer Physics desirable. Applications from unqualified Science Graduates will be considered. Scale 1.
London Addition (£402 per annum). Social Priority Schools Allowance. Reimbursement of removal expenses in approved cases.
Full details and an application form (S.A.E.) available from the Head Teacher (returnable as soon as possible).

COVENTRY (City of)
CARDINAL WISEMAN R.C. CHRIST COMPREHENSIVE SCHOOL
Potters Green Road
(Social Priority School)
(1,190 on roll)
Required January, 1978:—
GENERAL SCIENCE. Scale 1, for well established Science Department offering courses at C.S.E., "O" and "A" levels. Ability to offer Chemistry an advantage.
Closing date 10 days after appearance of advertisement. Canvassing disqualifies.
Apply to the Clerk of the Governors c/o the School, by letter stating full details (age, qualifications, experience) and names and addresses of two educational referees.

CROYDON
(London Borough of)
OVERBURY HIGH SCHOOL
Overbury Crescent, New Addington
Croydon, CR0 0AS
Telephone: Lodge Hill 42152
Tenable: 1st January, 1978
Required for January 1978 in this 11 to 14 mixed Comprehensive School (with 750 on roll): a TEACHER of Combined SCIENCE and PHYSICS. Firm discipline and an interest in dealing with the whole ability range is important. Interest in games an advantage.
Salary: Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send S.A.E. for application form from (and returnable to) the Head Teacher at the above address.
Closing date: 20th November 1977.

DEVON
CULLOMPTON SCHOOL
(Roll: 950)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER to teach CHEMISTRY throughout the School to C.S.E. and "O" level. Newly equipped chemistry laboratory taken over this year.
Scale 1 post.
The successful applicant will be expected to take up the appointment in January, 1978, if possible.
Letters of application together with curriculum vitae and names and addresses of two referees to Headmaster, Cullompton School, Cullompton, Devon, as soon as possible.

DEVON
EXETER ST. THOMAS HIGH SCHOOL
(12 to 16 mixed comprehensive)
(Roll: 1,054)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for SCIENCE. Able to teach Nuffield Combined Science and Integrated Science in the Lower School and General Science and Biology to "O" level and C.S.E. Well-developed courses are established.
Scale 1 post.
The successful applicant will be expected to take up the appointment in January or April, 1978.
Letters of application together with curriculum vitae and names and addresses of two referees to the Headmaster, St. Thomas High School, Cowick Lane, Exeter, as soon as possible.

DURHAM
COUNTY COUNCIL
FRAMWELLGATE MOOR COMPREHENSIVE SCHOOL
(1,300 on roll)
PHYSICS—Salary: Scale 1—TEACHER required for January, 1978, to teach subject to G.C.E. "O" level. Willingness to teach some Chemistry an advantage.
Stamped addressed envelope for application form to Area Education Office, County Hall, Durham.
Closing date for receipt of applications 14th November, 1977.

DURHAM
COUNTY COUNCIL
PETERLEE, HOWLETCH SECONDARY SCHOOL
Four-form entry: 100 in Sixth Form
CHEMISTRY—Salary: Scale 1—TEACHER required for January, 1978, or earlier, to teach subject to G.C.E. "O" level and Environmental Studies in the Junior forms.
Stamped addressed envelope for application form to Area Education Officer, Seaside Lane, Easington, Peterlee, Co. Durham.
Closing date for receipt of applications 14th November, 1977.

EALING
(London Borough of)
EDUCATION SERVICE
(Re-advertisement)
WALFORD HIGH SCHOOL
Ruislip Road, Northolt
Middlesex UB5 6LD
(1,300 boys and girls; 12 to 18 years)
Required from January 1978, a TEACHER of BIOLOGY (Scale 1). Applications from college leavers welcomed.
The school is in modern buildings and has excellent facilities which include a wing of well-equipped Science Laboratories.
London Allowance (£402).
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Letters of application stating age, qualifications and name of one educational referee to Head at the School (S.A.E.).
Previous candidates need not reapply.

EGYPT
"A"-level PHYSICS TEACHER required.
See advertisement under Overseas Appointments.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION

HOLLIS SCHOOL
Goffs Lane, Cheshunt
1,040 on roll, including 120 in Sixth Form

Required for January or April, 1978, at this three-form co-educational grammar school which has now begun to extend its size and ability range of its intake, HONOURS GRADUATE to teach PHYSICS to all levels, with some Combined Science and perhaps Mathematics in the junior part of the school. A temporary appointment to the end of the academic year would be considered.
Salary: Burnham Scale 1. London Fringe Allowance applies.
Letters of application, together with curriculum vitae and names of two referees, should be sent to the Headmaster, from whom further information is available (S.A.E., please).

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION

ALLEYNE'S SCHOOL
(Group 10)
High Street, Stevenage
SG1 3BE
5 form entry, all-ability 11-18 Boys School, 870 on roll, including 120 in 6th Form.

Required for January, 1978, for two terms only, a PHYSICIST capable of teaching to G.S.E. and "O" level as well as hopefully to "A" level. The facilities for the teaching of science are excellent. Accommodation may be available in the school house. An interest in out of school activities including games (Rugby, Hockey and Cricket) is desirable.
Application together with curriculum vitae and names and addresses of two referees to the Headmaster as soon as possible.

HERTFORDSHIRE
ST. GEORGE'S SCHOOL
Harpenden
Group X. Co-educational, Voluntary Aided
CHEMISTRY TEACHER required January to teach CHEMISTRY to "O" and possibly "A" level and to teach COMBINED SCIENCE to Lower forms.
Apply Headmaster with curriculum vitae and names of two referees.

HERTFORDSHIRE
WATFORD GRAMMAR SCHOOL FOR BOYS
Rickmansworth Road, Watford WD1 7JF
Roll: 1,000 boys
240 Sixth Form
Required January, for permanent or temporary appointments, UNI. PHYSICS GRADUATE and UNI. CHEMISTRY GRADUATE to teach throughout the School. Exceptional facilities and opportunities, especially in large Sixth Form and to Open Scholarship level. London fringe allowance with appropriate salary [illegible] but the post is equally suitable for a first appointment.
Apply immediately to Headmaster (Watford 24961), giving full details of qualifications and interests, together with names of two referees.

HILLINGDON
(London Borough of)
BISHOPSHALT SCHOOL
Royal Lane, Hillingdon
Uxbridge UB8 3RF
1007 on roll, 193 in Sixth Form
Head Teacher: Dr. L. Heather, B.A.
Required for January, 1978, MASTER/MISTRESS qualified to teach CHEMISTRY throughout the school and able to teach Combined Science to First and Second Form pupils. A temporary or permanent appointment may be made.
Chemistry is a popular subject taken by a large number of pupils for the G.C.E. "A" or "O" level examinations.
This former Grammar School received its first all-ability intake in September, 1977, and a new purpose-built science block has recently been opened.
It is hoped to appoint someone who will contribute fully to the school's wide range of extra-curricular activities.
Applications should be made by letter to the Headmaster, giving brief career details and the names of two referees.
London Allowance payable.

HILLINGDON
(London Borough of)
UXBRIDGE SCHOOL
The Greenway, Uxbridge UB8 2PR
1150 on roll, 270 in Sixth Form
Head Teacher: R. C. Faith, M.A., B.Sc.
Required for January 1978, TEACHER for COMBINED SCIENCE in the lower school. Scale 1.
Please apply by letter to the Head Teacher at the school giving full particulars and the names of two referees.
London Allowance payable.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
SYDNEY SMITH HIGH SCHOOL
First Lane, Anlaby, Hull
Head: D. N. Underwood, B.Sc.
Required for January, 1978, or as soon as possible thereafter, a temporary or permanent TEACHER of SCIENCE, ideally to teach Chemistry up to at least O.L.E. "O" level standard and to help with one of the sciences at a lower level.
The science building includes nine laboratories, a demonstration room, a rural science room and three classrooms. Its equipment is excellent.
Sydney Smith High School is a fully developed mixed comprehensive school with about 1,500 pupils aged 11-18.
Application forms and further particulars are available from the Head to whom completed forms should be returned by 11th November, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
CHATHAM
WALDERSLADE SECONDARY SCHOOL FOR BOYS
Bradfields Avenue
Required January 1978, a TEACHER of RURAL SCIENCE and BIOLOGY [illegible]
[illegible] Rural Science. Further [illegible] available from the School. Social Priority School's allowance payable.
Applications by letter to Headmaster giving curriculum vitae and two referees.

LIVERPOOL
FAIRFIELD GIRLS' COMPREHENSIVE SECONDARY SCHOOL
Shell Road, Liverpool L6 3AB
Required for January, ASSISTANT for BIOLOGY, Scale 1-2. A Scale 2 post is available for a suitably qualified and experienced applicant.
Forms obtainable (S.A.E.) and returnable by 7th November, to the Head Teacher. Quote ref. 6141.

MERTON
(London Borough of)
EDUCATION COMMITTEE
RUTLISH SCHOOL
Watery Lane, Merton SW20 9AD
Headmaster, Mr. R. B. Coyle
Required for this Comprehensive High School for Boys (13 to 18) situated in a pleasant residential area, with 850 boys on roll, of whom 160 are in the Sixth Form, TEACHER for BIOLOGY. This is a strong department and the person appointed will be required to take the subject to "A" level.
London Allowance £402. Expenses up to £200 and allowance towards removal expenses will be considered where appropriate.
Application forms available from the Headmaster on receipt of a stamped addressed envelope, to whom the forms should be returned by 9th November, 1977.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
HATHERSHAW SCHOOL
Bellfield Avenue, Oldham
Required for January, 1978, in this 14-18 mixed comprehensive school of about 850 pupils, with good science facilities, a TEACHER of PHYSICS. Temporary appointment considered.
Send S.A.E. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to him immediately.

SALOP
MADELEY COURT COMPREHENSIVE SCHOOL
Court Street, Madeley, Telford
Scale 1 SCIENCE TEACHER required for January.
Lively, imaginative and committed to creative integrated science teaching in this 11 to 18 team-based open-plan school. This post would be available for a suitable candidate.
Further details from the Head (S.A.E.).

SHROPSHIRE
ADAMS' GRAMMAR SCHOOL
Newport, Salop.
GRADUATE to teach MATHEMATICS and PHYSICS.
See in MATHEMATICS Section.

SUTTON
(London Borough of)
CARSHALTON HIGH SCHOOL FOR BOYS
Winchcombe Road, Carshalton
Required as soon as possible TEACHER of SCIENCE, especially in BIOLOGY and CHEMISTRY to teach Science through to school, Scale 1.
Applications to Headmaster in first instance.
Science (Post No. 40005).

SUTTON
(London Borough of)
GLASTONBURY HIGH SCHOOL FOR BOYS
Glastonbury Road, Morden
Surrey SM4 6NZ
Required as soon as possible ASSISTANT to teach combined SCIENCE throughout the school and some MATHEMATICS to C.S.E. and O.E.E. "O" and "A" levels. An ability to make a contribution to the extra-curricular life of the school will be an advantage.

WEST SUSSEX
NORTH EASTERN AREA
HAZELWICK SCHOOL
Three Bridges, Crawley
Required as soon as possible SCIENCE TEACHER (Chemistry preferred).
Appropriate specialist as well as General Science teaching throughout the age and ability range. Suitable for a well-qualified probationer.
Particulars and form from the Teacher on receipt of S.A.E. Favourable housing scheme for teachers in Crawley New Town. London Fringe Area Allowance.

WIGAN
(Metropolitan Borough of)
SHEVINGTON HIGH SCHOOL
Shevington Lane, Shevington
Wigan WN6 8AB
11-16 mixed comprehensive
Required for 1st January, 1978, Temporary TEACHER for Biology to C.S.E. and "O" level (two Terms).
Application forms and further particulars available from and returnable to the Headteacher at the School (S.A.E. please). Closing date 4th November, 1977.

Social Studies

Scale 1 Posts

ESSEX
NICHOLAS COMPREHENSIVE
(Roll 1,450)
St. Nicholas Lane, Laindon, Basildon SS15 5NX
Telephone: Basildon 43[illegible]
SOCIOLOGY
Required as soon as possible to take responsibility for Sociology to "O" and "A" levels and to assist with the Integrated Studies in years 1 to 4. London Fringe Allowance payable.
Application forms and further particulars may be obtained from the Head to whom completed application forms should be returned.

LIVERPOOL
ELLERGREEN MIXED COMPREHENSIVE S.P. SCHOOL
Carr Lane, Liverpool L11 2[illegible]
Require ASSISTANT (SOCIAL STUDIES/MODERN STUDIES), Scale 1, for January. Graduate required, main teaching will be with upper school pupils and the ability to teach [illegible] to "A" level would be an advantage.
Forms obtainable from (S.A.E.) and returnable to the Head Teacher.
Closing date 7th November.
Quote reference 6371.

SECONDARY
continued

Speech and Drama

Scale 1 Posts

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department
The Civic Centre
Lampton Road
Hounslow TW3 4DN
HOUNSLOW MANOR SCHOOL
Prince Regent Road,
Hounslow TW3 1NE
Head Teacher: Mr. J. E. White
Comprehensive Mixed
1,650 pupils. Ages 11 to 19
DRAMA Scale 1
Required from 1st January, 1978: A TEACHER for DRAMA. The Department offers a programme of improvisation in the Lower School and Mode 3 C.S.E. in the Upper School. Candidates for this post will also be expected to offer English.
London Allowance £297 payable.
If you are seeking your first appointment, please state, so that the appropriate form may be sent.
Letters of application in the first instance to the Head Teacher from whom further information can be obtained, S.A.E. please, by Monday, 7th November, 1977.

[illegible] full details of qualifications and experience, and the names and addresses of two referees.
The Education Committee [illegible] to consider applications from [illegible] teachers for a [illegible]. Canvassing, directly or indirectly, is prohibited.

Technical Studies

Heads of Department

CROYDON
(London Borough of)
EDENHAM HIGH SCHOOL
Orchard Way
Shirley CR0 7NJ
Tenable: 1st September 1978
HEAD of TECHNICAL STUDIES. Applications are invited from experienced TEACHERS to join this now mixed 11 to 16 comprehensive school in its second year. At present there are 210 1st year children. The successful candidate will be responsible for the development of the whole range of technical subjects in brand new purpose built accommodation.
Application forms and further details from the Headmaster.
Closing date: 16th November 1977.

Other Posts on Scale 2 and above

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
BRITTONS SCHOOL
(Roll 1,567 co-educational)
Ford Lane, Rainham RM13 7BB
(S.O.V. [illegible])
Required January or as soon as possible thereafter—
TEACHER of WOODWORK (Scale 2) with some TECHNICAL DRAWING, [illegible] and "A" level.
There is a scheme for removal expenses.
Apply by letter to Head Teacher with full curriculum vitae and names of two referees.

NEWHAM
(London Borough of)
ST. BONAVENTURE'S R.C. SCHOOL
St. Antony's Road, London E7 9QB
Roll: 820 boys
Head Teacher, Mr. O. Cradov, B.Sc.
Required January, 1978:—
TEACHER of TECHNICAL STUDIES Scale 2, mainly for examination work in Technical Drawing and Woodwork.
Preference will be given to practising Catholics who can play a full part in this Boys' Comprehensive School.
Burnham Scales, plus London Allowance £402.
Application forms may be obtained from the Head Teacher (Tel.: 01-472 38441) and should be returned to the school as soon as possible.

Scale 1 Posts

BRENT
(London Borough of)
[illegible] HIGH SCHOOL
[illegible] Avenue East
Wembley HA9 [illegible]
(Roll 1,120, 11 to 18; more than 200 in the well established sixth form)
Excellent modern facilities in all subjects.
Required from January—
CRAFT TEACHER (Scale 1 or 2 according to experience) to work in a well established department with excellent facilities for the teaching of Metalwork, Woodwork and Engineering Drawing. A candidate is sought who is willing to show initiative in the department and to contribute to the general life of the school.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging expenses.
Candidates should apply by letter to the Head of the School within 7 days, giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

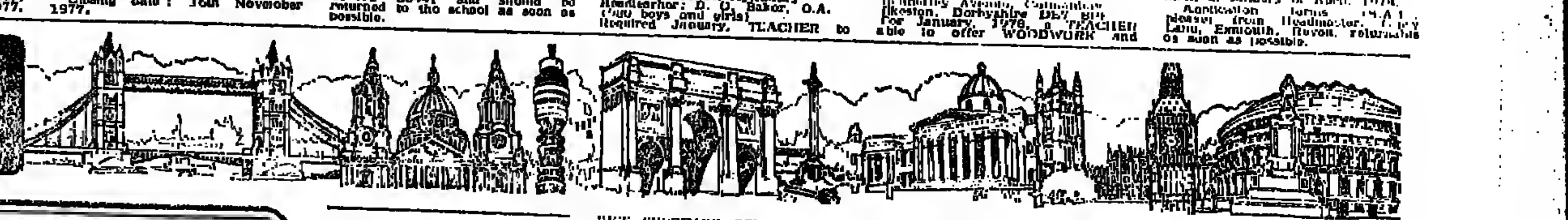
BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
MANDEVILLE COUNTY SECONDARY SCHOOL
Mandeville Avenue, Aylesbury
Headmaster: D. O. Baker, O.A.
(900 boys and girls)
Required January, TEACHER to work in developing [illegible] TECHNOLOGY [illegible] to "O" level. Preference will be given to a Metalwork Specialist with the initiative to run own room.
Scale 1 post with possibility of Scale 2 for suitably experienced candidate.
Removal expenses up to £150 payable in approved cases, also a lodging allowance for married teachers unable to find immediate accommodation.
Reply by letter to Headmaster giving full details, and names of two referees and S.A.E.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
NEWQUAY TRETHERRAS SCHOOL
Trevenson Road, Newquay
Cornwall TR7 3BH
(11 to 18 comprehensive)
Headmaster: R. P. Hower, B.A.
TECHNICAL STUDIES (Scale 1)
Required as soon as possible, TEACHER of METALWORK (male or female).
Please apply by letter, giving names and addresses of two referees, to the Headmaster. Further details available on receipt of stamped addressed envelope.
Closing date, three weeks after the date of the appearance of this advertisement.

DERBYSHIRE
COUNTY COUNCIL
HENSHELLY SCHOOL
[illegible] Avenue, Cotmanhay
Ilkeston, Derbyshire DE7 8[illegible]
For January, 1978, a TEACHER able to offer WOODWORK and METALWORK, Scale 1, throughout this mixed Bilateral 11 to 16 school, which received its first Comprehensive intake this September.
Application by letter to the Headmaster, from whom further details may be obtained, as soon as possible.

DERBYSHIRE
COWIN SWALE SCHOOL
Old Whittington, Chesterfield
S41 9[illegible]
(11 to 16 mixed; number on roll 755)
For January, TEACHER of BOYS' CRAFT, Scale 1.
Letters of application, with curriculum vitae and details of two referees, to the Headmaster of the school.

DEVON
EXMOUTH (CO-EDUCATIONAL COMPREHENSIVE) SCHOOL
(Roll 2,500)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER to [illegible] Engineering as a main subject. Good facilities.
Scale 1 post.
The successful applicant will be expected to take up the appointment in January or April, 1978.
Application forms (S.A.E. please) from Headmaster, Gipsy Lane, Exmouth, Devon, returnable as soon as possible.



Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated.
Inner London Area Payment (£402 per annum) in addition to the appropriate Burnham salary scale.
Household removal expenses may be paid wholly or in part to teachers accepting permanent teaching posts with the Authority when a change of residence is essential; payment covers cost of the removal of household effects, insurance in transit and fares for the teacher and family up to a normal maximum of £75, but payments in excess of this amount may be considered in exceptional circumstances. Teachers coming from service with another Authority may, in approved cases, receive assistance with the legal costs of house purchase (up to £200) and a grant towards the cost of obligatory expenditure such as change of electric or gas services, fitted carpets or curtains etc subject to purchase of the house within six months of taking up an appointment. In addition, a separation allowance may be paid if a dependent family have to be left in the previous home while new accommodation is obtained in London. This allowance may be paid for a period not exceeding six months.
The Authority's scheme of assistance with the cost of travel to school operates for appointments where the letters 'AT' are shown.
Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.

SECONDARY SCHOOLS

ART

Scale 1 Posts

ERNEST BEVIN SCHOOL (SD)
Beechcroft Road, Tooting, SW17 7DF
Tel.: 01-672 8582
Roll: 1650. Comprehensive.
Headmaster: David Potter, B.Sc., F.R.S.A.
Required in January, 1978 if possible:
An Art teacher Scale 1, to take charge of a well equipped pottery studio. There is scope for a keen, capable exponent of clay and other three dimensional processes able to relate the craft to a general art course. The successful applicant will become a member of a large, lively successful and thriving department. Candidates are welcome to contact Mr Harris at the school and to make arrangements to visit.

HONOR OAK (S.G.) SCHOOL
Homestall Road, SE22 0NR
Tel.: 01-639 3766.
Required in January, 1978:
A part-time Art Teacher with an interest in graphics for two and a half days a week.
Part of the timetable will be teaching pupils of the Friern School with whom Honor Oak is amalgamating. Applications to the Head Designate at Friern School, Goodrich Road, S.E.22.
Applicants are welcome to visit the school.

GEOGRAPHY

Head of Department

HAGGERSTON (SG) SCHOOL
Weymouth Terrace, E2 8LS
Roll: 920; 11 to 18 years. Comprehensive.
Tel.: 01-739 7324
Full range of ability, courses leading to O.C.S.E. "O" and "A" levels.
Required as soon as possible:
Head of Geography (Scale 3). A well qualified experienced teacher required to lead department accommodated in excellent purpose-built rooms; experience with GYSL an advantage.

MATHEMATICS

Posts of Responsibility

LOWER SCHOOL,
Lancaster Road, W.11,
Tel.: 01-727 7871
UPPER SCHOOL,
Wornington Road, W.10,
Tel.: 01-969 3253.
Roll: 650 boys.
Mathematics Scale II plus Social Priority Allowance.
Required for January 1978:—
A teacher capable of teaching across the age and ability range is sought, although responsibility will be mainly for the subject in the Lower School. Experience in a multi racial school would be an advantage.
Visits to the school by prospective candidates are welcomed.

Scale 1 Posts

BISHOP CHALLONER R.C. COMPREHENSIVE GIRLS' SCHOOL,
Lukin Street, London, E1 0AR.
Roll: 800 girls.
Required for January 1978:—
Teacher of Mathematics capable of teaching the subject to C.S.E. and "O" Level. Interest in Geography would be an advantage.
Application forms obtainable from the Headmistress.

SYDENHAM SCHOOL,
Dartmouth Road, SE26 4RD.
Tel.: 01-699 6731.
Roll: 1700 girls, 11 to 19.
C.S.E., "O" and "A" level examinations. Sixth Form approximately 200. Comprehensive.
Headmistress.
Required in January or as soon as possible —
Member of staff to join our enthusiastic team of mathematicians, in a sizable and experienced department. The subject is taught to C.S.E., "O" and "A" level and a special C.S.E. Mode 3 is studied by less able girls in the Upper School. Mathematics is compulsory for all pupils up to the fifth year and the successful candidate will be required to teach all ages and all abilities. An interest in or knowledge of Computer Studies would be an asset but is not a necessity.
Further details from the Headmistress at the school.

MODERN LANGUAGES

Head of Department

ARCHWAY SCHOOL
Scholefield Road, N19 3BD.
Tel.: 01-272 6856.
Headmistress.
Roll: 800 Boys and Girls.
Required in January 1978.
—Head of Modern Languages Department, Scale 3.
A progressive, established and well-organised Department undertaking French "O" and "A" levels of G.C.E. as well as C.S.E. For three years Spanish has also been taught to a small group and it is established language which it is hoped will be undertaken to examination level in 1979. The Department is well supplied with teaching aids and there is a specially equipped Language Room. Languages are encouraged throughout the school to pupils of the broad Upper Ability Band and this year pupils of all abilities are being introduced to a modified course.
Vacancy due to promotion.

MUSIC

Posts of Responsibility

BROOKE HOUSE (S.B.) SCHOOL
Kenninghall Road, Clapton, London E5 8BP
Tel. 01-985 3262
Roll: 920
Headmaster: P. J. Hobson
Required for January, 1978:
A Teacher of Music for Junior School classes. This is a new post and a Scale 2 allowance may be available to a suitable candidate.
Intending applicants are invited to apply to the Headmaster for application forms and for further details.

PHYSICAL EDUCATION

Scale 1 Post

LADBROKE SCHOOL,
St Marks Road, North Kensington, W.10
Tel. 01-960 0236
Required as soon as possible:
Netball Coach, 10 hours per week, for Senior Girls School.
Please apply to the Headmistress, Ladbroke School, St. Marks Road, W.10.

SCIENCE

Head of Department

PRIORY PARK SCHOOL
Priory Grove, Lansdowne Way, SW8 2PH
Tel. 01-622 3814
Roll: 750 girls
Comprehensive School
Headmistress
Wanted in January, 1978, or as soon as possible after that date:
A Biologist as Head of Science (Scale 4). To teach to C.S.E. and G.C.E. "O" and "A" level and to coordinate the work of the Science Department. There is a modern laboratory. The school is on two sites, with an Annexe at Bedford Road housing the second and third year girls.

Post of Responsibility

ACLAND BURGHLEY SCHOOL,
Burghley Road, London NW5 1UJ
Tel.: 01-485 8515
Required as soon as possible,
Second in charge (Scale 2) of the PHYSICS department.
The vacancy due to promotion. The successful applicant will teach in a well organised and enthusiastic department which enjoys excellent facilities and generous laboratory assistance. The post will involve teaching Physics to pupils throughout the full ability range within the upper school, and so will include examination work to CSE O and A level, together with some Combined Science teaching in the lower school. Knowledge of the APPIL project and experience of Nuffield Combined Science are desirable.
In addition to the London Allowance, an S.P. allowance (£201-£375) is also payable.

DUNRAVEN SCHOOL
Mount Nod Road, SW16 2LQ
Tel.: 01-769 7300
Roll: 1,000 boys and girls, 11 to 18. Comprehensive.
Headmaster: Rodney Usher.
A well qualified and experienced teacher is required to have special responsibility (scale 2) for teaching Biology to the full ability range including A level, and to be responsible for the subject to the Head of Science Department.
New Labs. have been built in the school and the science staff have been increased during each of the last 3 years. As well as a Head of Department and 2nd in charge, there are teachers responsible for the three main sciences in the Upper School. Combined Science is taught in the Lower School.
Dunraven School is a comprehensive school in a pleasant part of Streatham Hill. Particulars and further details can be obtained by post from the Headmaster, although visitors will be welcome—they may contact the Head of Science, Mrs. Betty McGregor.

TECHNICAL STUDIES

Posts of Responsibility

DESIGN AND TECHNOLOGY SPECIAL STAFF
Vacancies exist in the team of experienced Special Staff teachers for Design and Technology. Sound ability in the teaching of both woodwork and metalwork is required. In addition a wide ranging interest in modern developments over the whole field of Design and Technology, including technical drawing, is expected. It is also expected that the teachers appointed will offer expertise in one or more areas of specialism.
The teaching programme for members of the Special Staff is arranged by the Inspectorate. The work largely consists of teaching in schools for varying periods of time. Members may be called upon to give advice about equipment and the work may cover the full range of secondary and special schools. The variety of work, which is very demanding, gives valuable experience and a number of special staff teachers have moved to all posts which have advanced their career. Some assistance is given with travelling expenses incurred within the Authority.
The salary scale is Scale 3 (£4,233-£5,820) inclusive of London Allowance.
Application forms available from Inner London Education Authority (EO TS3), Room 87, The County Hall, London SE1 7PB.

DICK SHEPPARD SCHOOL,
Tulse Hill, SW2 2QA
Tel.: 01-674 [illegible]
Roll 1,600 girls and boys, 11 to 18 years. Comprehensive.
Headteacher: Mrs M. O. Broadley, [illegible]
The school has been reorganised as an 8-form co-educational comprehensive. A temporary enlargement by amalgamation with the Strand Boys School was effective from September 1976.
Required for the Department of Design and Technology as soon as possible.
Want to get on and make a name for yourself, or just need a new start? Dick Sheppard offers a unique opportunity to shake off those jaded stand blues. Excellent workshops equipped with the very latest machinery. Lots of new tools, new materials and new boys and girls, all in need of a teacher. Pick your own specialist subject and pick your own workshop. As if all that is not enough, we offer a Scale 2 as well.
Ring or write to Trevor Brown, Head of Design and Technology Department, for more details. Better still come and have a look around. You cannot afford to let this one pass by. Do it now, you know its the right thing to do!

Scale 1 Posts

BURLINGTON DANES SCHOOL,
Wood Lane, London, W12
Voluntary Aided C of E
11 to 18, boys and girls.
For January 1978:
A Teacher of Design and Technology, Scale 1, to share with two others the teaching of Woodwork, Metalwork, Technical Drawing, and DAT to O and A levels. The school formed out of two grammar schools is on two adjacent sites and has on all ability intake in the first year. There are 300 pupils in the sixth forms. Candidates who can offer a subsidiary subject, preferably General Science, and an interest in games would be welcome. Applications are invited for either a temporary appointment or a permanent appointment later in the year.
Applications, no forms, should be sent to the Headmistress of the school as soon as possible, together with a copy of a testimonial and the names of two referees.

OTHER POSTS

Posts of Responsibility

BROOKE HOUSE SCHOOL (SB)
Kenninghall Road, E5
Tel: 01-985 3262
SKINNERS' COMPANY'S SCHOOL FOR GIRLS
117 Stamford Hill, N16
Tel: 01-800 7411
SCALE 4 SIXTH FORM CO-ORDINATOR
Required a co-ordinator of Sixth Form Studies for the linked Sixth Forms of Brooke House School and Skinners' Company's School for Girls, to work as an unattached teacher but in close association with the Sixth Form Tutor of both schools. Both schools are established comprehensive schools, being about one and a half miles apart. The successful candidate will be expected to teach at both schools to a variety of levels. The post offers great scope for a person with organising ability and interest in the full-time education of boys and girls beyond the statutory leaving age.
Further information and application forms available from the Headmistress of Skinners' Company's School for Girls or from the Headmaster of Brooke House School.

POPLAR INTERMEDIATE EDUCATION CENTRE
Jubilee Hall, Hayward's House, East India Dock Road, E14
Required as soon as possible.
An experienced teacher to start and run a new centre for up to 20 boys and girls (aged 14-16 years) in the Jubilee Hall behind Haywards House, East India Dock Road, E14. The centre will cater for local long-term truants.
The successful candidate (Scale 2) will be required to develop the programme of work and liaise closely with schools, social services and other agencies. Some home visiting will also be involved.
Applications are also invited for a second teacher (Scale 1) although a Scale 2 post may be available in suitable circumstances. Both teachers will be on Divisional Staff. Further particulars and application forms from the Divisional Officer, Harford Street, Mile End Road, E1 4PY. Closing date for applications is 18 November, 1977.

SYDENHAM SCHOOL,
Dartmouth Road, SE26 4RD
Tel: 01-699 6731
Roll: 1,700 girls 11 to 19. CSE, O and A level examinations.
Sixth Form approx 200.
Comprehensive.
Headmistress.
Housemistress (Scale 4 Post). A vacancy has occurred in our team of Housemistresses due to the promotion to a deputy headship of the present holder. This post requires a member of staff who is keenly interested in pastoral care, prepared to devote time and energy to the welfare of the girls and staff in her House. Sympathy and patience with the problems of the young adolescent are essential and a sense of humour would also be an asset. Further information from the Headmistress of the school.

PRIMARY SCHOOLS

Deputy Headships

HOLY CHILD PRIMARY SCHOOL
Upnova Street, Poplar, E.14
Roll: 160
Headmistress, Sister Vincent
Deputy Head Teacher required for January 1978.
Applications for the above post in a Roman Catholic aided school to be sent to Rev. C. Burke, The Clergy House, Pekin Street, Poplar, E.14, as soon as possible.

SHACKLEWELL INFANT SCHOOL
Shacklewell Row, Hackney, E.8.
Tel: 01-254 1418
Roll: 180 + 60 part-time Nursery.
Required for January 1978:
An enthusiastic experienced infants teacher as Deputy Head Group 4 required to work in this modern infants school. Music would be an advantage and there would be ample scope for developing particular interests.
Visits welcome.
Vacancy due to promotion.

Posts of Responsibility

BARLBY INFANTS SCHOOL
Barlby Road, Ladbroke Grove, W.10
Tel: 01-969 3055
Required for January:
Experienced teacher for Scale 2 post to take music throughout the school. Lively interest in music already established. Visits welcome. Please telephone for appointment.

HENWICK INFANTS SCHOOL
Winchcomb Gardens, S.E.9
Tel.: 01-856 5083
Required for January 1978:
An experienced, enthusiastic and hard working class teacher to develop music throughout the school. Scale 2 post available for suitable applicant. Visits by interested applicants will be welcomed. Please telephone headmistress.

MARION RICHARDSON J.M. & I.
Senrab Street, Stepney, E.1
Tel: 01-790 1441
Required for January 1978:
An experienced teacher for Juniors, to be responsible for the Library. Scale 2 post available for suitable applicant. Preliminary visits are welcomed.

ST. FRANCIS R.C. JUNIOR SCHOOL
Friary Road, Peckham, London, S.E.15
Headmaster
Required as soon as possible.
A suitably qualified and experienced Catholic teacher. Scale 2 post for language development throughout the school. Vacancy due to promotion of present holder.
Candidates must hold the Catholic Teachers' Certificate. Further details and application forms from the Headmaster at the school who will be glad to arrange preliminary visits.
(Readvertisement — previous applicants will be considered).

ST PETER'S RC J.M. & I. SCHOOL
Crescent Road, SE18
Tel: 01-854 0938
Required an infant teacher with a keen interest in PE Movement and Games for the younger children. Religious Instruction is essential as applicant must be Roman Catholic. A scale 2 post is available for a suitable applicant.
Application forms from the Correspondent, Rev Canon R. Pepper, St. Peter's Presbytery, Woolwich New Road, SE18.

Scale 1 Posts

ASHMEAD PRIMARY SCHOOL,
Ashmead Road, Deptford, SE8
Tel: 01-692 6081
Required as soon as possible: 0.5 teacher for Music.
Hours arranged by mutual agreement.

HAGUE PRIMARY SCHOOL,
Wilmot Street, Bethnal Green, E2.
Required as soon as possible: Part time .3 Teacher to work with mainly 3rd and 4th year Juniors, and to take groups, with some remedial and language work. Prepared to fill in for staff absences. 3 mornings a week, days and hours negotiable. Willingness to accompany school journeys a recommendation but not essential. Visits very welcome without commitment. Small, typical friendly East End school: 6 minutes from tube and close to buses and City. Headmaster's home phone: 079 17 0887

JOHN BURNS PRIMARY SCHOOL,
Wycliffe Rd, SW11.
Tel: 01-228 3067
Required as soon as possible: Part-time (0.4) teacher to help with literacy and numeracy development of the younger children (5-8 year olds). This is an open-plan school with a friendly, stable staff. Visits welcomed by the Head (Mrs Singleton).

ST SAVIOUR'S CHURCH OF ENGLAND PRIMARY SCHOOL,
Chrisp Street, Poplar, E14
Headmaster
Tel.: 01-987 4880.
Required for January 1978:
An experienced class teacher for Juniors to be responsible for out-of-school activities (e.g. Journeys, visits, etc.) and AVA. Modern, well equipped building. Communicant member of the Church of England preferred. Visits to the School welcomed (by appointment). Application forms from the Headmaster at the School.

SUDBOURNE PRIMARY SCHOOL,
Baytor Road, Brixton, SW2 5AP
Tel.: 01-274 7651
Roll: 356
Headmaster.
Required for January:
Part-time teacher (0.5) for music throughout junior department (mornings).

SURREY SQUARE JM SCHOOL,
Surrey Square, London, SE17 2JY
Tel.: 01-703 3019.
Headmaster.
Required in January 1978:
Part-time (0.5) teacher for group work and remedial help in language and number with lower Juniors.

SPECIAL EDUCATION

DAY SCHOOLS

BRENT KNOLL DELICATE SCHOOL,
Mayow Road, SE23
Tel.: 01-699 1047.
Headmaster.
Group 7S. All Age School.
Roll: 136.
Required for January 1978:
Second Master/Mistress. Vacancy due to retirement. Applicants should be experienced teachers and able to contribute to the development of the curriculum in the school.
Visits to the school welcomed.

FINSBURY UNIT,
STRUCTURED UNIT,
Sans Walk, EC1
Applications are invited for the post of teacher-in-charge (Salary Scale 3 without special schools addition) for this experimental structured unit.
The teacher is required from January 1, 1978.
The unit is for adolescents with problems of control who need help to enable them to develop and organise their potentialities. The staff of the unit co-operate closely with parents, teachers and others concerned with the pupils' welfare.
Application forms from and returnable within 14 days to: The Education Officer, EO/TS6, The County Hall, London, SE1. Please enclose a self-addressed envelope.

SAMUEL RHODES SCHOOL,
Dowrey Street, Richmond Avenue, N1 0JR.
Tel.: 01-837 9075
All age mixed ESN(M)
Headmaster.
Required as soon as possible:
Music teacher, full or part-time to work with small groups of children in a well equipped music room and to help the rest of the staff with group singing and preparation of shows. Interest in pop music and percussion would be especially welcomed and perhaps an interest in drama.
Visits are really essential, please telephone the headmaster.

SECONDARY
Technical Studies continued

DUDLEY
METROPOLITAN BOROUGH

THE BLUE COAT SCHOOL, Beechwood Road, Dudley, West Midlands, DY2 7QA. (12-18 plus co-educational comprehensive; 860 on roll)

Required immediately, TEACHER of METALWORK. Scale 2 post available for suitable experienced candidate. Apply by letter to the Headmaster—or telephone Dudley [illegible].

DURHAM
COUNTY COUNCIL
SEAHAM NORTHLEA COMPREHENSIVE SCHOOL
1,400 on roll, 130 in Sixth Form
TECHNICAL—Salary Scale 1—TEACHER required for January, 1978, to teach WOODWORK, METALWORK and TECHNICAL DRAWING to C.S.E. "O" level. Stamped addressed envelope for application form to Area Education Office, Seaside Lane, Easington, Peterlee, Co. Durham.
Closing date for receipt of applications 14th November, 1977.

HAMPSHIRE
HARDLEY SCHOOL
(Comprehensive 11-16, No. on Roll 1,200)
Scale 1—TECHNICAL DRAWING and MATHEMATICS.
Required as soon as possible.
Application and curriculum vitae with s.a.e. to Head.

HAMPSHIRE
THE CITY OF PORTSMOUTH BOYS' SCHOOL
London Road, Hilsea, Portsmouth PO2 9RU
(Comprehensive 12-18, No. on Roll 1,530)
Required as soon as possible: Scale 1—TECHNICAL STUDIES SPECIALIST (METALWORK).
Apply by letter to the Headteacher as soon as possible. (Sae for acknowledgement and further details.)

HARINGEY
(Borough of)
TOTTENHAM SCHOOL
Selby Road, Tottenham N17 8JN
(01-808 4306)
Required for January or April, 1978:
CRAFT TEACHER preferably to specialise in METALWORK, teaching the subject throughout the School to pupils with a wide range of abilities. A full range of well established courses in both examination and non examination work operates and the teacher appointed would have ample opportunity to develop new courses in the department. Excellent facilities and equipment are available.
A Scale 2 post would be available for a candidate with good qualifications and experience.
London Allowance £402, Social Priority Allowance £201/£276.
Applications by letter, or STAF, in the first instance to the Headmaster giving brief details of qualifications and experience together with the names of two referees.
Removal expenses, 100 per cent allowed.
Chief Education Officer, Education Offices, Somerset Road N17 9EH

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
FRANCIS BACON SCHOOL
(Group 11)
Drake's Drive, St Albans
(Coeducational, all-ability school, 900 on roll—including 110 in sixth form)

Qualified TEACHER required to assist with TECHNICAL STUDIES, preferably in WOODWORK and DESIGN (though teachers of Metalwork/Technical Drawing will be considered). Excellent facilities and established examination courses. Assistance with boys' games desirable but not essential.
Applications to Head naming two referees.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
ST. MICHAEL'S R.C. BOYS' SCHOOL
Sandown Road, Stevenage
(Tel. Stevenage 2981)
TEACHER of TECHNICAL STUDIES (Scale 1) required January, principally woodwork with subsidiary plastics. This post although full-time, is initially a temporary appointment until 31st August, 1978, with a possibility of employment beyond that date.
Applications by letter to the Headmaster. Further details on request, removal expenses may be paid.

HERTFORDSHIRE
[illegible] SCHOOL
[illegible]
Required January, TEACHER of METALWORK and WOODWORK to [illegible] "O" level. [illegible] London fringe allowance.
Apply direct to Headmaster giving names and addresses of two referees and a telephone number where you can be contacted.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
PINTLE BOYS' SCHOOL
[illegible] Lane, Maidstone
(950 on roll)
(Comprehensive Intake)
Required for January, 1978, or earlier, a TEACHER of CRAFT and THREE-DIMENSIONAL DESIGN. Applicants should possess Dip.A.D. or similar and should be prepared to work as part of a team within a unified art and design faculty. Opportunity will be given to develop new courses and ideas.
Letter of application and the names of two referees to the Headmaster.

KNOWSLEY
(Metropolitan Borough of)
HOOY COMPREHENSIVE SCHOOL
Rupert Road, Huyton
Liverpool L36 9TF
(950 boys and girls, 11 to 18)

For January, 1978:—
METALWORK, Scale 1: to work as member of team in Creative Arts Department. Well-equipped workshop.

For further details send S.A.E. to school. Apply by letter to Headmaster, giving curriculum vitae and the names of two referees.

RICHMOND UPON THAMES
(London Borough of)
GREY COURT SCHOOL
(11 to 16 Comprehensive, Mixed)
Ham Street, Ham, Richmond, Surrey TW10 7HN

Required as soon as possible, a part-time TEACHER of DESIGN TECHNOLOGY (Scale 1), to teach a combination of Wood, Metal and Plastics to the lower years of this 11 to 16 school. Ability to teach some 3D drawing would be helpful.

Forms and further details (foolscap S.A.E.) from the Headmaster at the School to whom completed forms should be returned by November 7.

ST. HELENS
EDUCATION COMMITTEE
SECONDARY SCHOOL
RAINFORD HIGH SCHOOL
Higher Lane, Rainford, WA11 8NY
(11-18 years mixed Comprehensive; 1,678 on roll; 200 in Sixth Form)
WOODWORK (Scale 1)
Application forms are available from the Head Teacher to whom they should be returned immediately.

ST. HELENS
EDUCATION COMMITTEE
SECONDARY SCHOOL
SUTTON HIGH SCHOOL
1850 mixed, (11-16 years Comprehensive, designated 11-18)
Elmtree Street, St. Helens WA9 3NT
WOODWORK AND TECHNICAL DRAWING
(Scale 1) to teach to C.S.E. and "O" level.
Application forms are available from the Head Teacher to whom they should be returned immediately.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
WARWICK BOLAM HIGH SCHOOL
The Marian Way, Netherton, Merseyside L30 3TQ
Required for January 1978
TEACHER of TECHNICAL STUDIES (METALWORK and WOODWORK) for this school 11 to 18 Comprehensive School.
A teaching programme covering the whole ability range up to "O" level could be available for a suitable candidate.
Applicants who can also offer some lower school Mathematics will have an advantage.
Apply by letter to the Headmaster as soon as possible giving Curriculum Vitae and the names and addresses of two referees.

UNITED WORLD COLLEGE OF THE ATLANTIC

Applications are invited for the following posts:—

Head of Mathematics
January, April or September

Head of E.F.L.
September

Marine Biologist
September
Bristol Channel research possibilities. Diving experience desirable.

All teaching is for the International Baccalaureate. The 344 sixth-form students are on scholarships from 50 countries; including all W. Europe, N. America, Middle East, Japan, China, USSR. Enthusiasm for the College aims is essential. Full details from:

Headmaster,
Atlantic College,
St. Donat's Castle,
LLANTWIT MAJOR,
S. Glam CF6 9WF.
Tel.: Llantwit Major (04465) 2530

WEST SUSSEX
NORTH EASTERN AREA
THOMAS BENNETT SCHOOL
Ashdown Drive, Tilgate, Crawley
Required as soon as possible, TEACHER with skills in WOOD and METAL to work in three dimensional Craft Department of this established mixed comprehensive.
Temporary appointment for one year in the first instance.
Apply by letter to Head giving names of two referees.

WEST SUSSEX
SOUTHERN AREA
THE LITTLEHAMPTON SCHOOL
Littlehampton
Mixed 11-18 Comprehensive School
Required January, TEACHER of TECHNICAL STUDIES. Any specialised craft could be accommodated but Metalwork would be particularly helpful. Imaginative and enterprising department with excellent facilities.
Apply to Headmaster giving relevant personal details and quoting names and addresses of two referees.

Other than by Subject Classification

Heads of Department

EALING
(London Borough)
EDUCATION SERVICE
FARADAY HIGH SCHOOL
Bromyard Avenue, East Acton
London, W.3
1,000 pupils—mixed
Required as soon as possible, qualified TEACHER with interest or experience in SOCIAL WORK or YOUTH LEADERSHIP. A teacher is looked for who has had training and experience in dealing with small groups of disturbed adolescents. Casework experience with families and a particular interest in deprived young people are essential for the post.
The successful applicant for this Scale 3 post will be in charge of a unit in which there is one other teacher on Scale 2.
The successful candidate will have the support of outside agencies and experienced staff which include the Counsellor, Head of Remedial Department and four Housemasters.
London Weighting £402, plus Social Priority Allowance.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Application forms from Acting Headmaster at the school (S.A.E.).

Other Posts on Scale 2 and above

SOUTH TYNESIDE
(Borough of)
EDUCATION DEPARTMENT
YOUTH AND FURTHER EDUCATION TUTOR
(Burnham Scale 3)
PERTH GREEN SECONDARY SCHOOL
Jarrow
Applications are invited from suitably qualified and experienced TEACHERS for the above post.
The person appointed will be required to:
(i) Coordinate and develop the activities of a thriving community association based in the school and separate purpose-built premises.
(ii) Undertake appropriate administrative and supervisory duties. The person appointed will also be required to undertake some teaching duties.
Further details and application forms are obtainable from the Director of Education, Town Hall, Jarrow, NE32 3LE. Closing date for applications 9th November, 1977.
K. Stringer, Director of Education.

Scale 1 Posts

DEVON
BRIXHAM COUNTY SECONDARY
Higher Ranscombe Road
TEACHER, Scale 1, required January or April, 1978, to teach NAUTICAL STUDIES. Please state other subjects offered. Nautical studies include Navigation, Seamanship, Canoeing and Sailing.
Application forms (S.A.E. foolscap) available from and returnable to Headmaster as soon as possible.

HAMPSHIRE
ST. JOHN'S COLLEGE
Southsea
Required for January, 1978, on a temporary basis (one or two terms) with a possibility of permanent appointment for suitable candidate:
TEACHER of GENERAL SUBJECTS for Junior Boys' School (seven to 11 age range). Special consideration given to candidates offering Music. Practising Catholic preferred. Burnham Scale 1. Five free periods per week.
Applications, by letter, with curriculum vitae and names and addresses of two educational referees, as soon as possible, to Master in charge Lower School, St. John's College, Southsea, Hants.

KNOWSLEY
(Metropolitan Borough of)
HOSY COMPREHENSIVE SCHOOL
Rupert Road, Huyton
Liverpool L36 9TD
(920 boys and girls, 11 to 18)
For January, 1978:—
FRENCH AND ENGLISH, Scale 1. GCE "O" and "A" levels and CSE courses.
For further details send S.A.E. to school. Apply by letter to Headmaster, giving curriculum vitae and the names of two referees.

CITY OF SALFORD
EDUCATION DEPARTMENT
ELLESMERE PARK HIGH SCHOOL
Wentworth Road, Eccles
Manchester M30 9BP
(11 to 16 mixed comprehensive, 1,130 pupils)
Required from January, 1978:—
TEACHER—GENERAL SUBJECTS
Scale 1
Please state subjects offered, which should include Geography. Ability to play the piano would be an advantage.
Please send S.A.E. to the Head Teacher for application form and further details. Completed applications should be returned as soon as possible.

CITY OF SALFORD
EDUCATION DEPARTMENT
WALKDEN HIGH SCHOOL
Birch Road, Worsley
Manchester M28 6LJ
(11 to 16 mixed comprehensive, 865 pupils)
Required for 1st January, 1978:—
TEACHER of MATHEMATICS and GEOGRAPHY, Scale 1, to teach all ages in this 11 to 16 comprehensive school serving a good residential area.
Please send S.A.E. to Headmaster at above address for application form and further particulars. Completed applications to be returned to Headmaster as soon as possible.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
NORTH DEBLIT HIGH SCHOOL
This newly established post of YOUTH TUTOR from April, 1978, at the above new Comprehensive School, opened in September, 1977, offers ample scope for individual initiative and enterprise, and an opportunity to develop very positive links with the community. Applicants should be teachers with relevant youth work experience, or qualified youth workers. The salary payable is up to Burnham Scale 3, and a casual car users allowance will be paid.
Requests for application forms and further details (accompanied by an S.A.E.) should be addressed to The Education Department, 8 Bond Street, Wakefield, to be returned as soon as possible.

Appointments in Scotland

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
TEACHING APPOINTMENTS
Applications are invited from registered teachers for the following posts:—

EDINBURGH DIVISION

PRIMARY

HEAD TEACHER
Primary schools of East Craigs. A new two-stream primary school of semi-open plan design which will open in Summer, 1978.
Responsibility Allowance £5,070.

SECONDARY

PRINCIPAL TEACHER
JAMES GILLESPIE'S HIGH SCHOOL
GUIDANCE.
Responsibility Allowance £1,371 (subject to review).

ASSISTANT PRINCIPAL TEACHER
PORTOBELLO HIGH SCHOOL
MUSIC.
Responsibility Allowance £868.
ST. AUGUSTINE'S HIGH SCHOOL
MATHEMATICS.
Responsibility Allowance £706 (subject to review).

TEACHING POSTS
ST. AUGUSTINE HIGH SCHOOL
MATHEMATICS.
TRINITY ACADEMY
MATHEMATICS.

MIDLOTHIAN DIVISION
SECONDARY
HEAD TEACHER
NEWBATTLE HIGH SCHOOL
£6,092.

ASSISTANT PRINCIPAL TEACHER
NEWBATTLE HIGH SCHOOL
MODERN LANGUAGES.
£691.

PRINCIPAL TEACHER
PENICUIK HIGH SCHOOL
GUIDANCE, £1,612.

TEACHING POST
DALKEITH HIGH SCHOOL
MATHEMATICS.

WEST LOTHIAN DIVISION
PRIMARY
HEAD TEACHER
ALMONDBANK PRIMARY SCHOOL
Livingston
£1,821.
MELDRUM PRIMARY SCHOOL
Deans, Livingston
£1,821.

SECONDARY
PRINCIPAL TEACHER
(Re-advertisement)
ST. MARY'S ACADEMY
Bathgate
GUIDANCE, £1,116 (subject to review). (The successful applicant will be responsible mainly for boys.)

TEACHING POST
WEST CALDER HIGH SCHOOL
REMEDIAL EDUCATION. (Housing may be available if required.)
Salaries in accordance with the current Scottish Teachers' Salaries Memorandum.
Candidates should specify for which post they wish to apply. Applications forms are available from the appropriate Divisional Education Officer at the following addresses:—
Mr. G. E. Ferguson, Divisional Education Officer, Edinburgh Division, 40 Torphichen Street, Edinburgh EH3 8JJ.
Mr. D. S. Smith, Divisional Education Officer, Midlothian Division, 40 Torphichen Street, Edinburgh EH3 8JJ.
Mr. A. Sinclair, Divisional Education Officer, West Lothian Division, 89/91 High Street, Linlithgow, West Lothian.
The closing date for applications is Friday, October 11, 1977.

Special Education

Headships

BIRMINGHAM
ROYAL SCHOOL FOR DEAF CHILDREN
Church Road, Edgbaston B15 3TR
HEADSHIP
Applications are invited from qualified TEACHERS of the DEAF for the appointment as Head of the above Residential School, to take up duties at September, 1978.
Non Maintained Special School with maximum of 100 places for severely deaf children aged 5 to 16 years.
Salary within the Scale for Head of Group 6(S).
Particulars may be obtained from the Secretary. Closing date for applications November 30.

PWYLLGOR ADDYSG DYFED
Yn eisiau cyn gynted ag sydd yn bosibl
YSGOL DDESWYL Y GOLAU (HIGH MEAD)
Llanybydder, Gwyn 5
Oswahoddir ceisiadau am swydd PRIFATHRO/PRIFATHRAWES i'r ysgol hon sy'n darparu ar gyfer plant E.S.N.(M). Dhoid i'r ymgeiswyr fod â phrofiad da mewn Addysg Arbennig gan gynnwys profiad mewn ysgolion preswyl. Disgwylir bod gan yr ymgeiswyr Diploma mewn Dysgu Addysg Arbennig.
Mae angen gwybodaeth o'r Gymraeg ar gyfer y swydd hon.
Dylir cael ffurflenni cais a manylion pellach or ddarbyn anfon gyda chyfeiriad a stamp arni oddi wrth yr Adran Ysgolion, Swyddfa Addysg, Pibwrlwyd, Caerfyrddin, i'w dychwelyd erbyn y 18fed Tachwedd, 1977.
Swyddfa Addysg, Pibwrlwyd, Caerfyrddin, Dyfed.

Other Posts on Scale 2 and above

AVON COUNTY
FOSSEWAY J. M. and I. SCHOOL
Forme Road, Odd Down, Bath BA2 2HN
Required for January, 1978, TEACHER to work in the Margaret Coates Unit for non-communicating and autistic children of primary school age. This purpose-built unit on the Fosseway Junior and Infants schools site provides places for 12 children with severe emotional and development difficulties. Considerable liaison with parents and members of other professional disciplines is involved. Candidates should have special education experience and preferably hold an advanced qualification. Scale 3 post for suitably qualified applicant.
Application by letter to the Head with full details of qualifications, experience and names of two referees, enclosing S.A.E.

CLASSIFIED ADVERTISEMENTS

The charge for advertising in all classifications of the Classified Advertisements is 76p per line.

Minimum 3 lines.

Display in classified advertisements £4.35 per single column cm (minimum space 9.5 cm double column at £82.65).

A charge of 50p is made for Box Number facilities

Advertisements should reach

THE TIMES EDUCATIONAL SUPPLEMENT

New Printing House Square, London WC1X 8EZ by Monday for the following Friday's issue

CARDIFF
THE SPASTIC SOCIETY
CRAIG-Y-PARC SCHOOL
Pentyrch
SPEECH THERAPIST: Senior required from October, 1977, for School for cerebrally palsied children, aged 5-14 years.
Salary in accordance with Whitley Council Scales.
Applications in writing to Headmistress, Mrs. G. M. [illegible], at the above address.

ESSEX
MILLHIRS SCHOOL E.S.N.
[illegible]
Garth Road, South Ockendon
Tel.: South Ockendon [illegible]
Scale 2
Wanted for January, 1978 a suitably qualified and experienced TEACHER. Fringe Allowance payable.
Application forms and further details can be obtained from the Headmaster, Mr. J. [illegible], who welcomes a visit to the school at any time.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
LALCHAM RESIDENTIAL SPECIAL SCHOOL
(Delicate Children)
Northdown Park Road, Cliftonville, Margate
(Roll 113: Group 7(S))
require resident/non-resident TEACHER for HOME ECONOMICS from January, 1978. Scale 2 for suitable applicant. Payment for extraneous hours (15 hrs weekly).
Applicants welcome to visit.
Applications with two referees to the Headmaster (Tel. Thanet 21946).

MAIDSTONE DIVISION
THE CEDARS RESIDENTIAL AND SPECIAL TUTORIAL UNIT
Tower Mount Road, Maidstone
Experienced TEACHER required for small group (up to 12) maladjusted senior boys and to teach in Special Tutorial Unit. Special allowance (£531) and Extraneous Duty Allowance (£920) for 15 hours per week supervision. Application form and further particulars (S.A.E.) from the Head, to whom applications should be submitted as soon as possible.
Visit can be arranged.
Maidstone 53772. Residential.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and borders on Epping Forest. London addition to salary payable.
Required for as soon as possible
GROSVENOR HOUSE E.S.N. SPECIAL SCHOOL
37A, Hoe Street, London, E17 9AL
Headmaster, Mr. J. Maddox
TEACHER, Scale 2(S) required for a class of E.S.N. (S) pupils who will be responsible for the Girls' Vocational Awareness training programme within a group of 24 senior citizens.
Application forms obtainable from and returnable to the Head Teacher on receipt of S.A.E.
Closing date: 11th November, 1977.

SPECIAL EDUCATION
continued

Scale 1 Posts

AVON COUNTY
[illegible] SCHOOL
[illegible]
TEACHER required immediately for [illegible]. Salary [illegible] plus special school allowance and [illegible] for 15 hours a week extraneous duties. Accommodation available for single person.
Application by letter in the Head immediately with full details of qualifications, experience and names of two referees. Please enclose S.A.E.

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
KINGSTANDING SCHOOL
Old Oscott Hill, B44 9SP
Required for January, 1978, a keen qualified TEACHER deeply interested in teaching a small group of Multiply-Handicapped Special Care children aged five to 13 years who function at very young levels and many of whom are doubly incontinent.
A well-structured educational programme is needed for these children and the applicant should be prepared to lead a team of non-teaching assistants involved in the children's education. There is a possibility of a Scale 2 post for a suitably experienced teacher and applications for a Scale 1 post are invited from people seeking a first appointment who feel they can meet the demand of this post.
There is a scheme for assistance with removal expenses.

CUMBRIA
[illegible] GROVE SCHOOL
Bolton, Appleby, Cumbria
Residential E.S.N. (M)
GENERAL SUBJECTS TEACHER
Required for January, 1978, for E.S.N.(M) class of 12 slow-learning boys in small family-run school. Delightful setting on fringe of Lake District. Scope for outdoor pursuits, rural science, music or art, pottery activities. Attractive two-bedroom flat and board in exchange for some extraneous duties.
Applications to H. E. Cole, M.A., Principal, enclosing recent testimonials and names, addresses and phone numbers of two referees.

DERBYSHIRE
EDUCATION COMMITTEE
THE PINGLE SCHOOL
Swadlincote, near Burton-on-Trent DE11 0QA
Applications are invited for January, 1978, or as soon as possible for ASSISTANT TEACHER in the purpose-built E.S.N. (S) Unit at this comprehensive school. There will also be the opportunity to work with E.S.N. (M) pupils in the large Remedial/Slow Learner Department. Post can qualify for Special Schools Allowance.
Application by letter to the Headmaster giving the names of two referees.

DEVON
WEST OF ENGLAND SCHOOL FOR THE VISUALLY HANDICAPPED
[illegible] Road, Exeter
Required for January, 1978, or as soon as possible after, A qualified TEACHER of the BLIND to be responsible for a small mixed-ability group of blind and partially sighted [illegible].
Scale 2(S) post available for suitable candidate. Further details from the Bursar.

HERTFORDSHIRE
COUNTY COUNCIL
SOUTH HERTS DIVISION
[illegible] School, [illegible]
[illegible]
Required for January, a temporary TEACHER [illegible] Scale 1 plus Special Schools Allowance [illegible].
Further details and application forms available from the Headmaster.
Interested applicants are invited to visit the school if they wish.

NEWHAM
(London Borough of)
JOHN F. KENNEDY SCHOOL
[illegible] Street, London E15 4RZ
(Roll 80 pupils, two to 19 years)
Head Teacher: Miss S. Wood
Required January, 1978:
Temporary post, for Spring term only, January-April, 1978.
TEACHER Scale 1(S) for general classwork in the lower and middle School. Some experience in teaching E.S.N.(S) children essential.
Burnham Scale plus London Allowance £402.
Further details and application forms may be obtained from the Head Teacher (Tel. 01-534 [illegible]) and should be returned as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
PRIORY JUNIOR SCHOOL
Memorial Avenue, Worksop
Nottinghamshire S80 2BW
Roll: 433
Headmaster: H. Bacon
For January, or as soon as possible, thereafter, TEACHER Scale 1 plus Special Class Allowance with substantial experience of E.S.N.(M) children.
Applications (no forms) to the Headmaster, as soon as possible.

SPECIAL EDUCATIONAL SERVICES
ST. GILES SCHOOL FOR HEARING IMPAIRED CHILDREN
[illegible] Crescent, Edinburgh
(1) ASSISTANT HEAD TEACHER.
(2) Fulltime TEACHER of the Deaf Service, Section Leader.
Applications are invited for the above posts. Applicants for both posts must have a recognised qualification for teaching deaf children and appropriate experience. Further details may be obtained by contacting the Head Teacher at the school.
Salary in accordance with the Scottish Teachers' Salaries Memorandum.
The following allowances are also payable—
(1) Responsibility allowance £882, (2) Section Leaders allowance [illegible], Teacher of the Deaf qualification [illegible], Teacher of the Deaf secondary [illegible].
Applications are also invited from registered TEACHERS for the posts of—
(1) NURSERY CLASS TEACHER and (2) PRIMARY TEACHER. Qualification as teacher of the deaf desirable but not essential. Teachers without a qualification would be considered for secondment for training after a period of satisfactory service.
Salary in accordance with the Scottish Teachers' Salaries Memorandum.
The following allowance is also payable—Teacher of the Deaf qualification [illegible].
Candidates should state the post for which they wish to apply.
Application forms are available from the Divisional Education Officer, [illegible] Street, Edinburgh [illegible].
The closing date for applications is Friday, 11 November, 1977.

SURREY COUNTY COUNCIL

★FRINGE AREA LONDON ALLOWANCE £150 pa THROUGHOUT THE COUNTY.
★Generous relocation expenses in approved cases.
★Applicants to County and Voluntary Controlled Schools (except reserved teachers), effective from September 1, 1977, or later, should note that Assistant Teachers on Burnham Scale 1 will receive contracts to the service of the County Council with assignment initially to the school indicated. This will mean that teachers so appointed may be required to transfer to other schools at a later date.

HEADSHIPS

PORTESBERY SCHOOL
Portesbery Road, Camberley, Surrey
Applications are invited from suitably qualified and experienced teachers for the Headship of this School with a view to taking up appointment when available. The School provides 92 places for severely educationally sub-normal children in the age-range 2 to 16 years, including nursery and special care units. Salary within Scale for Head of Group 5(S) School.
Further details and application forms available from the County Education Officer, County Hall, Kingston upon Thames KT1 2DJ. Reference: HC/DG.

POSTS OF RESPONSIBILITY

ST NICHOLAS ESN(M) BOARDING SCHOOL
Redhill
Assistant Teacher required at this Boarding School for boys aged 11 to 16. To take general studies, but a specialist interest in Music and Drama, etc, an advantage. Extraneous duty allowance of £902 payable for not less than 15 hours' extraneous duties per week. Staff house available, possibility of Scale 2 for the right candidate. Headmaster would welcome enquiries at Redhill 61183.

SHEFFIELD
[illegible]
[illegible] School, [illegible], Sheffield
[illegible]
Required for January, 1978, an experienced class TEACHER for a small group of emotionally disturbed children under 12 years.
We need a resourceful personality with the character and ability to meet the wide-ranging needs of maladjusted children. Scale 1 plus S.S.A. [illegible].
Application forms are obtainable from the Head Teacher to whom they should be returned within 14 days of the appearance of this advertisement.

TRAFFORD
(Borough of)
EDUCATION DEPARTMENT
PICTOR DAY SPECIAL SCHOOL
Hathaway Road, Sale, Cheshire
Tel.: 061-962 5432
ASSISTANT SCALE 1
Wanted for January, 1978, at this School for 2-11 year old physically handicapped children of all intelligence levels, a teacher interested in new approaches to the education of a group of severely subnormal children. The applicant should be prepared to work as a member of an integrated team of many disciplines.
Application forms may be obtained from the Headmistress to whom they should be returned within two weeks of the appearance of this advertisement.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
OLD HALL SPECIAL SCHOOL
Bentley Lane, Short Heath, Willenhall
Required for January, 1978:
Scale 1, full time permanent post. Preference will be given to people with experience of E.S.N.(S) and anyone holding the additional diploma for Mentally Handicapped.
Further details obtainable from the School. Application to be made by letter to the Head Teacher giving the names and addresses of two referees and enclosing a S.A.E.

Independent Schools

Headships

CHELTENHAM
HERKHAMSTEAD SCHOOL
The Governors invite applications for the post of PRINCIPAL, for September, 1978, due to the retirement of the present Principals, Mr. and Mrs. Rooks.
Berkhampstead School has 200 plus day boys and girls, three to 13 years.
For further particulars please write to the Chairman of the Governors, Berkhampstead School (Cheltenham) Trust, Ltd., Pittville Circus Road, Cheltenham, Gloucester.

NORFOLK
[illegible] SCHOOL
Norfolk
Applications are invited for the HEADSHIP of this Independent Day School consisting of 400 girls, ages four to 17 years. It has G.C.E. "O" level and C.S.E. courses.
The appointment will commence in September, 1978. Bungalow in the school grounds is provided. The present Headmistress is a member of the A.H.M.
Applicants should be GRADUATES with good teaching and administrative experience. Burnham Scale and Government Superannuation.
Applications, including full curriculum vitae, copies of testimonials and names, addresses and telephone numbers of up to three referees should be sent to the Secretary to the Governors, Thorpe House School, Norwich, NR7 0EA.

APPLICATIONS invited for Principal of small old-established Independent Girls' School in Norfolk. Boarding and day pupils eight to 16 years. Person required will need to be a competent administrator preferably with teaching experience. Apply in writing to the Directors, Box TES 5033, The Times, WC1X 8EZ.

Deputy Headships Senior Masters/Mistresses

OXFORD
MAGDALEN COLLEGE SCHOOL
(H.M.C., Direct Grant becoming Independent)
The College invites applications for the post of USHER (Deputy Head) of Magdalen College School, Oxford, which will become vacant through retirement on 1st September, 1978.
The school contains 500 boys aged 11 to 18, has a Sixth Form of 150 and for salary purposes is in Burnham Group 9. The Usher is on the foundation of the College.
Further particulars can be obtained from the President, Magdalen College, Oxford.
The closing date for applications is Saturday, 12th November.

By Subject Classification

Art and Design

Heads of Department

LONDON, S.E.22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, S.E.22
Required in January, 1978:—
ASSISTANT TEACHER to take charge of the teaching of Art throughout the school up to Ordinary and Advanced Level. Ability to teach Pottery essential. The school has well-equipped Art and Craft Rooms.
Salary—London Burnham Scale according to qualifications and experience with Government Superannuation.
Apply to the Head Mistress enclosing copies of two testimonials and the names of two referees.

Other Assistants

BRIGHTON
[illegible] SCHOOL
Required in April, 1978, a full-time TEACHER for "A" level History of Art and some practical teaching, preferably in painting and drawing. Burnham Scale.
Apply in writing, giving names and addresses of two referees, to the Head of the Art Department, [illegible] School, Brighton BN2 [illegible]. Please enclose a full curriculum vitae.

LONDON, S.W.13
ST. PAUL'S SCHOOL
Required for January, 1978, or as soon as possible thereafter, a fully qualified TEACHER of CERAMICS to organise the subject throughout the school and to assist with Art, including "O" and "A" levels. This post is part-time involving three full days each week.
Applications, with a detailed statement of qualifications and the names of two referees, should be sent to the High Master, St. Paul's School, Lonsdale Road, Barnes, London SW13 9JT.

SURREY
GREENACRE SCHOOL
Banstead, Surrey
Required for April, or earlier if possible, well qualified ART TEACHER to take charge of the subject throughout the school, including "O" and "A" level work. Burnham Scale with Fringe Area London Allowance.
Apply to Headmistress with curriculum vitae, names of two referees, and copies of two testimonials.

Classics

Heads of Department

BEDFORDSHIRE
BEDFORD SCHOOL
Required for September, 1978, because of retirement:
A HEAD of the CLASSICS DEPARTMENT.
Two other full-time specialists and at least three others. A large proportion of the Latin and Greek teaching up to "A", "S" and Open Scholarship level, with all the Ancient History. An ability to contribute to the extra-curricular activities would be welcomed. Bedford School Salary Scale.
Further details may be obtained from the Head Master, Bedford School, Burnaby Road, Bedford MK40 2TU, to whom application should be made, together with details of qualifications and experience and the names of two referees.

Other Assistants

EDINBURGH
EDINBURGH MERCHANT COMPANY EDUCATION BOARD
DANIEL STEWART'S AND MELVILLE COLLEGE
CLASSICS TEACHER (TEMPORARY) required from 16th January to 17th March 1978. Applicant must be registered with the G.T.C. or be eligible for registration. Salary according to Scottish National Scale.
Please apply as soon as possible to the Principal, Daniel Stewart's and Melville College, Queensferry Road, Edinburgh, EH4 3EZ, giving full details of qualifications, experience and interests, together with the names of two referees.

ST. ANDREWS
ST. LEONARDS SCHOOL
Required in September, 1978, good Honours GRADUATE to teach LATIN and GREEK to Advanced and Scholarship level. Good Greek essential. School experience desirable.
Apply to the Headmistress with curriculum vitae and the names of two referees.

SURREY
ST ANNE'S COLLEGE
Sunderstead, [illegible] girls
(Direct Grant until reorganisation)
Required for January, Graduate TEACHER, part-time, to share the teaching of LATIN.
Apply in writing to Headmistress, with details of qualifications, copies of testimonials and names of referees.

Commercial Subjects

LONDON, N.W.3
Experienced qualified TEACHERS of COMMERCIAL SUBJECTS, including SHORTHAND and TYPEWRITING, required for January by well-known Secretarial College in Hampstead.
Please telephone or write to The Director of Training, St. Godric's College, 2 Arkwright Road, London N.W.3. Tel. 01-435 9831.

Economics

LONDON
DAVIES'S
66 Southampton Row, WC1B 4BY
Required from the 9th January, to the 17th March, 1978:
A GRADUATE for a full-time temporary post of TUTOR in ECONOMICS to "A" level, preferably with Government. Part-time work for three half days per week from January at least until June may also be available.
Please write to the Principal, enclosing a curriculum vitae and the names, status and addresses of two referees.

SALOP
OSWESTRY SCHOOL
(Co-educational Day and Boarding School of 320 pupils, SHMIS)
GRADUATE required for September, 1978, to teach ECONOMICS, and GEOGRAPHY as a subsidiary subject. The person appointed will be required to introduce Economics into the School as an "A" level subject and should be capable of teaching Geography preferably to "A" level standard. Ability to coach Soccer and/or Cricket or to help with Girls' Physical Education a distinct advantage. Bachelor accommodation available.
Full details and application forms from the Headmaster, Oswestry School, Upper Brook Street, Oswestry, Salop, SY11 2TL.

COUNTY OF NORTH YORKSHIRE
TANG HALL COUNTY INFANT SCHOOL

Teacher for Children with Communication Difficulties

Applications are invited from suitably qualified and experienced teachers for the post of TEACHER IN THE UNIT FOR COMMUNICATION DIFFICULTIES at Tang Hall County Infant School.

Salary Burnham Scale 2, plus the special class allowance.

Further particulars and application form (to be returned by November 14, 1977) from the County Education Officer, County Hall, Northallerton DL7 8AE.

APPOINTMENT OF

HEAD TEACHER

(Group 3(S) £4,962-£5,490)

New Unit at Nottingham opening Summer Term 1978

A skilled educationalist is required to be responsible for this exciting new project in Nottingham; the post is residential.

The unit will provide education for 20 cerebral palsied children (14 boarding, 6 day) in the ESN(S) range, most of whom will be severely physically handicapped.

Applications are invited from teachers and educational psychologists having appropriate qualifications and experience who can lead a multi-disciplinary team in a pioneering situation, and involve parents as well as professional and research workers.

Application forms and further information from: Mrs. J. M. Pedler, Personnel Officer Schools and Centres, The Spastics Society, 12 Park Crescent, LONDON W1N 4EQ.

Headship

North West Essex Area

THE NOTLEY HOSPITAL SCHOOL

BRAINTREE (Group 4(S))

Applications are invited from suitably qualified and experienced teachers for appointment as Head Teacher of this Hospital School from April, 1978.
Closing date: November 18, 1977.

Application forms and further details may be obtained from the County Education Officer, PO Box 47, Market Road, Chelmsford.

Essex County Council

TORMEAD SCHOOL GUILDFORD

Applications are invited for the post of

DEPUTY HEAD

for appointment in January or April, 1978.

Tormead is an interdenominational Independent school of 400 girls aged 5-18 of whom 88 are boarders.
The school has excellent facilities and a wide range of well-developed courses to 'O' and 'A' levels. The academic standard is high.
The Deputy Head will be fully involved in all aspects of school affairs but there will be scope to develop the post to suit individual interests. Some assistance with the extra-curricular activities of the boarders will form part of the responsibilities but the successful applicant could be resident or non-resident.
The salary will be in accordance with Houghton Deputy Head Scale Group 9. Prospective applicants are welcome to visit the School by appointment.
Applications giving full curriculum vitae and the names and addresses of two referees should be addressed to the Headmistress, Tormead School, Cranley Road, Guildford, Surrey, GU1 2JD, from whom further information can be obtained.

INDEPENDENT continued

English

Heads of Department

HERTFORDSHIRE
[illegible] SCHOOL. [illegible] Required for September, 1978, a [illegible] HEAD OF ENGLISH [illegible] Advanced Level and University Entrance standard.
The post can be resident or non-resident; an unfurnished house [illegible] is available.
[illegible] is an independent [illegible] school [illegible] miles from London.
Applications to be sent to the Headmistress, giving names and addresses of two referees.

Other Assistants

ARGENTINA
ST. GEORGE'S COLLEGE: TEACHER of ENGLISH qualified to combine post of SCHOOL CHAPLAIN required for March (or January) 1978.—See Overseas Section.

BEDFORD
BEDFORD MODERN SCHOOL. (H.M.C. Independent ex-Direct Grant; 1,000 boys). Required for January, 1978, GRADUATE to teach ENGLISH throughout the school. Substantial share of Sixth Form work in a flourishing department. Entirely new buildings opened in 1974. Willingness to teach some elementary Latin an added recommendation. Help with service activities (C.C.F., Venture Scouts, etc.) and sport would be welcomed. The position can be either for two terms, or a permanent appointment. Full moving expenses and other staff benefits. Apply in writing to the Headmaster, Manton Lane, Bedford, MK41 7NT, giving names of two referees.

BRISTOL
COLSTON'S SCHOOL WITH COLSTON'S PREPARATORY SCHOOL, Stapleton. GRADUATE required to teach ENGLISH and MUSIC. For details see advertisement in Music Section.

CORNWALL
TRURO CATHEDRAL SCHOOL. Required for January or April 1978 a GRADUATE to teach ENGLISH through the Senior School and to be Librarian. Extra-curricular duties according to skill. House available. Apply with curriculum vitae and names of three referees to the Headmaster as soon as possible. Details of the School on p. 791 of 1977 P.S.Y.B. This is a readvertisement.

KENT
ST. MARY'S CONVENT, Ravenlea Road, Folkestone, Kent. (Recognised, Independent, [illegible] pupils). Required for January, 1978, GRADUATE with some teaching experience for ENGLISH to "A" level. R.C. with Religious Certificate. An interest in drama an added recommendation.

WARWICKSHIRE
WARWICK SCHOOL (H.M.C.; Independent; 750 boys). Required for January, 1978, a GRADUATE to teach ENGLISH in the Main School 11½ to 18 years. The post could be either temporary for two terms or permanent. The School has excellent facilities and tradition for drama. All Masters are expected to help with games. Salary is Burnham with Warwick School Allowance (£210 per annum). Bachelor accommodation is available. Apply to the Headmaster enclosing details of qualifications and experience, and the names and addresses of two referees, Warwick School, Warwick CV34 6PP.

Geography

CAMBRIDGE
[illegible]

LONDON
[illegible] GRADUATE [illegible] to teach "A" level GEOGRAPHY [illegible] London Burnham scale. Apply with references, curriculum vitae and S.A.E. to the Headmistress, St. Anne's Convent School, Ealing, London W5 4EL.

SUFFOLK
WOODBRIDGE SCHOOL. Required January, GRADUATE to teach GEOGRAPHY throughout the school including large share of Sixth Form work. For details of school see page 765 of 1977 P.S.Y.B. Two-term temporary appointment would be considered. Apply with names of two referees and full curriculum vitae to The Headmaster.

SURREY
NOTRE DAME SENIOR SCHOOL, Cobham. (Recognized Independent school). Requires, January, a full-time qualified TEACHER for GEOGRAPHY with some HISTORY and ENGLISH to "O" level standard. Burnham Scale. Apply Headmistress by letter.

History

MIDDLESEX
ST. DAVID'S SCHOOL, Ashford. Required January, 1978, a GRADUATE and qualified TEACHER of HISTORY (part-time for half a term, then full-time), for girls' Boarding and Day School. Write to the Head Mistress for application forms.

SUSSEX
SEAFORD COLLEGE, Petworth. HISTORIAN required in January to teach to "O" and "A" levels. Interest in Games essential and willingness to assist with Combined Cadet Force all advantage. Married or bachelor accommodation available. Burnham Scale 2 plus School Allowance. Particulars and application form from Headmaster's secretary.

Mathematics

AVON
SIDCOT SCHOOL, Winscombe, Avon BS25 1PD. (Quaker co-educational boarding school [illegible] pupils). MATHEMATICS TEACHER required for January, 1978. Applicants should be graduates able to share in the teaching of well established SMP courses up to A level and willing to play a full part in the life of the school community. Accommodation available (single or married). Scale 1 post (or Scale 2 for experienced teacher) with extra allowance for boarding duties. Further information available from the Headmaster.

Bournemouth and Poole College of Further Education

As a result of the amalgamation of the previously separate colleges at Bournemouth and Poole, two Head of Department vacancies occur on Burnham Grade IV, £6,756 to £7,632, plus £492 supplement per annum.

Head of Department of Business Studies

Bournemouth

This is one of two Business Studies departments and is concerned with courses located in buildings in the eastern part of the conurbation. Courses are conducted up to and including OND Business Studies, a wide range of Secretarial Courses including Advanced Secretarial, and Hairdressing Courses at all levels. Applicants must be graduates or graduate equivalents with teaching experience, able to demonstrate an ability to control a team of staff and undertake course development work. Priority will be given to candidates who have also held positions of responsibility in commerce or industry.

Head of Department of Technician Studies

This will be a new department and the Head will be responsible for the development of Engineering Technician Courses on Poole and Bournemouth sites and for some Craft Courses in Instrumentation, Radio and TV, as well as providing servicing for some units for TEC courses in other Sectors.

The post is a particularly vital one and applicants must be graduate engineers with relevant experience in industry and a proven ability in education as a lecturer and course designer.

Application forms and further details may be obtained from the Principal, Bournemouth and Poole College of Further Education, North Road, Poole, Dorset, BH14 OLS. Telephone Parkstone 747600.

Completed forms must be returned by 21st November, 1977.

The appointments will take effect from 1st May, 1978.

CAMBRIDGE
[illegible]

KENT
[illegible] Church Education Corporation Ltd. [illegible] MATHEMATICS to Advanced level. [illegible] Apply with curriculum vitae [illegible] Headmistress [illegible] Cranbrook [illegible].

LANCASHIRE
BOLTON SCHOOL. (H.M.C.—[illegible] in Sixth Form). MATHEMATICS TEACHER required for January, 1978 (an appointment for April would be considered). A good honours graduate with a P.G.C.E. is sought; experience elsewhere welcome but not essential. The work would be throughout the school (11 to 18) with a share of the I.M.B. "O" and "A" level sets. Help with extra-curricular activities would be a recommendation, especially in hockey, football or scouts. Salary Burnham Scale 1 for someone entering teaching. Scale 2 would be available for someone with appropriate previous experience.
Further details about the school and post from the Headmaster, Bolton School, Chorley New Road, Bolton BL1 4PA, to whom applications should be sent as soon as possible with full details of career and qualifications, and names of referees.

NEWCASTLE upon Tyne
ROYAL GRAMMAR SCHOOL, Eskdale Terrace, NE2 4DX. (H.M.C.; direct grant, going independent, 270 boys in sixth form). Required for September, 1978, or earlier if possible, a MATHEMATICIAN to teach at all levels of this school, which has an extremely strong mathematical tradition. All but a few boys take additional mathematics at "O" level, and about 100 take it at "A" level. The course is basically traditional with an infusion of modern topics.
Further details may be obtained from the Headmaster, to whom applications with full curriculum vitae and the names of two referees should be sent as soon as possible.

Modern Languages

BERKSHIRE
HEATHFIELD SCHOOL, Ascot. Recognized Independent Girls' School of 186 boarders, aged 11-18. Required for January, 1978, an experienced GRADUATE to teach FRENCH and SPANISH to "O" and "A" levels and University Entrance. Burnham Scale with superannuation, resident or non-resident post.
Apply in writing with names of three referees to Headmistress.

KENT
BENENDEN SCHOOL, Cranbrook. (Independent: 385 girls 12-18). Required in April, 1978, a GRADUATE to teach FRENCH and SPANISH, both up to University Entrance level.
Burnham Scale and Government superannuation. Non-resident, but accommodation can be provided.
Apply, with full particulars and names of two referees, to the Headmistress.

SUSSEX
LAVANT HOUSE, Chichester, Sussex, PO18 9AB. (Public School for girls; 170 boarding/day). Required in January, Experienced GRADUATE to share in the teaching of FRENCH and SPANISH throughout the school to "O" and "A" levels. Burnham Scale. Government Superannuation.
Please apply with the names and addresses of two referees to the Headmistress (Tel. [illegible]).

Music

Heads of Department

HAMPSHIRE
BEDALES SCHOOL, Petersfield. (Co-educational, 410 pupils, 11 to 18, boarding). DIRECTOR of MUSIC (Scale 4, Burnham) required for September, 1978. Music plays a vital part in the school's life. There are six full-time and 20 part-time music staff; four orchestras and two choirs. Two thirds of the pupils play at least one instrument; class music is an integral part of the curriculum. The Headmaster will send further details (S.A.E.) and welcomes applications (letters—no forms—including curriculum vitae and the names of three referees).

Other Assistants

BRISTOL
COLSTON'S SCHOOL WITH COLSTON'S PREPARATORY SCHOOL. (380 boys aged 7-18). Stapleton. Required for January (or possibly April or September) 1978 a young GRADUATE to teach PIANO and MUSIC to all ages and to be third in the Music Department of the Senior School. This is a new post and it is hoped to appoint someone who is able to make a significant contribution to the School's Musical activity which includes two orchestras, two choirs, a choral society and a brass band. Depending on qualifications and experience, the successful candidate could receive a share of English teaching up to "O" level.
Accommodation might be available; salary will be according to Burnham Scale 1. Applications, together with the names of two referees and full curriculum vitae, should be addressed to the Headmaster.

BUCKINGHAMSHIRE
WYCOMBE ABBEY SCHOOL, High Wycombe. Required for January, 1978, an experienced visiting CELLO TEACHER, able and keen to teach the instrument to a high standard, and be fully responsible for the cello teaching throughout the school. Opportunity for coaching chamber music.
Applications with details of training and experience, testimonials and the names of two referees should be sent to the Headmistress.

HERTFORDSHIRE
An ASSISTANT DIRECTOR of MUSIC is required in January 1978. Qualified and experienced PIANO TEACHER/ACCOMPANIST essential, able also to deputise at the organ. Would share class teaching and O.C.E. work. A resident is preferred for this Scale 1 post. There is a large and flourishing Music Department with 5 full-time and 12 visiting staff.
Applications with details of qualifications and experience to the Headmistress, St. Margaret's School, Bushey, Watford WD2 1DT.

LONDON, W.6
LATYMER UPPER SCHOOL, Hammersmith, London, W6 9LR (H.M.C.; Direct Grant, going independent; 1,100 boys). Required for January, 1978, a VIOLIN TEACHER, three days a week, for individual pupils ranging in age from 9 to 17 and a few pairs of beginners. Some Viola teaching would also be required. The successful applicant will also coach the string section of the orchestra and other ensembles.
Apply to the Headmaster with full particulars and names of two referees.

SALOP
OSWESTRY SCHOOL. Co-educational Day and Boarding School of 320 pupils (HMC). MUSICIAN required full-time for September, 1978. The person appointed would have the opportunity to expand a small department and develop the subject throughout the school both academically and instrumentally. Suitable teaching subject essential, the subject itself immaterial. Interest in games useful but not of paramount importance. Bachelor accommodation available.
Full details and application forms from the Headmaster, Oswestry School, Upper Brook Street, Oswestry, Salop, SY11 2TL.

SURREY
EPSOM COLLEGE. Required for January, 1978, A PIANIST to teach to Diploma level. Ability to teach strings an asset.
Apply to Director of Music.

Pastoral

SURREY

FRENSHAM HEIGHTS SCHOOL, Rowledge, Farnham.

Required January, 1978. This co-educational boarding and day school requires a competent, enlightened woman as an addition to a team running a house of 87 girls aged 11 to 18, divided into three landings. Qualified TEACHERS welcome to apply, especially in the following areas where some teaching is available: Mathematics to "O" level. Full-time teaching post in September, 1978; meanwhile, some part-time. Good middle school French; E.F.L.; Dyslexia specialist; ballet for beginners; "O" level Economics. Other candidates with appropriate experience invited to apply, possibilities of functioning as House Matron. We are flexible. Frensham is a lively, informal school with a good staff. Free board and accommodation for 34 weeks a year, salary according to age, qualifications and experience, including Burnham Scale for teaching periods.

Write fully to Headmaster, sending any available testimonials and giving three referees.

SURREY
GREENACRES SCHOOL FOR GIRLS, Banstead. HOUSE MISTRESS required for January for small Junior House. Nursing experience a recommendation. Responsible residential position. Good salary for suitable applicant.
Apply to the Headmistress.

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE, Malvern. Independent boarding school for 600 girls. Vacancy in January 1978, for the post of resident HOUSEMISTRESS for boarding house of girls aged 11-16. Applicants need not have teaching qualifications but the post could be combined with some teaching if desired.
Please write to the Headmistress, with copies of testimonials if available, giving full details and the names and addresses of two referees.

Religious Education

ARGENTINA
ST. GEORGE'S COLLEGE: CHAPLAIN or LAY PREACHER qualified to teach ENGLISH to "O" level required for March (or January), 1978. See Overseas Section.

KENT
BEDGEBURY, HOLLINGTON AND LILLESDEN SCHOOL. Church Education Corporation Ltd. Required in January, well qualified TEACHER of RELIGIOUS KNOWLEDGE. Resident or non-resident.
Apply with curriculum vitae, testimonials or names of referees to the Headmistress, Miss J. M. Nixon, Bedgebury Hollington and Lillesden School, Bedgebury Park, Goudhurst, Kent. Tel.: Goudhurst 221.

OXFORD
ST. EDWARD'S SCHOOL. ASSISTANT CHAPLAIN required to take up duties in January or April 1978.
For full details and application forms apply, in writing, to the Warden's Secretary, St. Edward's School, Oxford, OX2 7NN.

Science

Heads of Department

HERTFORDSHIRE
QUEENSWOOD SCHOOL, Brookmans Park, Hatfield. Required for September 1978, a well-qualified and experienced PHYSICIST to take charge of the subject and, if suitably qualified, to act as HEAD of SCIENCE, teaching the subject throughout the school to Advanced level and University Entrance standard. The post becomes vacant on the retirement of the present holder.
This post can be resident or non-resident; an unfurnished house or flat is available. Queenswood is an independent boarding school for girls (380 in the senior school), 14 miles from London.
Applications to be sent to the Headmistress giving names and addresses of two referees.

Other Assistants

CHESHIRE
CHEADLE HULME SCHOOL. Co-educational day and boarding; H.M.C. Sixth Form 250. BIOLOGIST required for January 1978. Scale 1. Work to Advanced level. Residence available for single person.
Write stating details and referees to the Headmaster, Cheadle Hulme School, Claremont Road, Cheadle Hulme, Cheshire SK8 6EF.

DEVON
KELLY COLLEGE, Tavistock. (H.M.C.; 255 boys, 20 sixth form girls, 15 miles from Plymouth). Young BIOLOGY GRADUATE required April or September, 1978, to teach throughout the school. If the successful applicant is not free until September, a temporary post will be available in April. Accommodation available. Athletic clubs are current Devon and Midcounties Champions, rugger or hockey player or sailor especially welcome.
Send curriculum vitae to the Headmaster with names of two referees.

DORSET
SHERBORNE SCHOOL FOR GIRLS, Dorset. Required in September, 1978, HONOURS GRADUATE to teach PHYSICS. Apply in writing with details of qualifications and experience, and the names of two referees, to the Headmistress.

GLOUCESTERSHIRE
WYCLIFFE COLLEGE, Stonehouse. Mainly boarding, H.M.C.; Sixth Form numbers 130 out of 380 total pupils. GRADUATE BIOLOGIST required in January, 1978, to teach up to "A" level, either as a temporary (two terms) or permanent appointment. Extra-curricular interest important. Burnham Scale 2. Accommodation for bachelor or, possibly, married couple.

LINCOLNSHIRE
STAMFORD HIGH SCHOOL. Qualified PHYSICS GRADUATE. See advertisement under Secondary Modern Languages.

SOMERSET
KING'S COLLEGE, Taunton. Required for September, 1978, a MASTER to teach PHYSICS throughout the school. This is an additional appointment necessitated by expansion of the department. A willingness to take part in outside activities will be an additional recommendation. Burnham Scale. Apply Headmaster.

SURREY
ST. GEORGE'S COLLEGE, Weybridge, KT15 2QS. (Boys; H.M.C.; R.M.C.; 600 boarding and day; 260 in Sixth Form including 100 girls). GRADUATE required for January 1978 to teach BIOLOGY to "O" and "A" levels in strong Science department. Accommodation may be available. Send curriculum vitae and names of two referees to the Headmaster.

Other than by Subject Classification

CHANNEL ISLANDS

MIDDLETOWN COLLEGE, St. Peter, Jersey, C.I. (Co-educational Day School).

Required for January, 1978, TEACHER to take FRENCH and ENGLISH to "O" level. Apply in writing to Head master giving details of qualifications, experience and referees.

DORSET
SCIENCE, MATHEMATICS, ENGINEERING, DRAWING. Resident TEACHER in "O" level cramming school for overseas students required as soon as possible. Initially in high greater share of evening and weekend duties but as more students enrol to become more involved with general Science and Mathematics teaching.
For further details write: The Principal, Slyway International School, Langton Matravers, Swanage, Dorset.

MIDDLESEX
Part-time TEACHER of GENERAL SUBJECTS required immediately to assist, mostly mornings, with small mixed group 8-11 year olds, at co-educational school of 120 pupils.
Please apply to The Headmaster, The Purcell School, Harrow on the Hill, Middlesex.

SOMERSET
DRANLOCK SCHOOL (fully recognised; 175 boarders from nine; B.G.C.E. [illegible]). Situated edge of forest, near sea. [illegible] miles Taunton-Bridgwater, happy community. Requires for January, 1978 — TEACHERS (1) ART/CRAFTS; (2) PHYSICAL EDUCATION/SPORTS. Please forward details of qualifications and experience to the Headmaster at the school: Over Stowey, Bridgwater, TA5 1HD. The posts could be residential.

SUFFOLK
Required immediately TEACHER of HISTORY and FRENCH (middle school), prepared to live in girls' boarding area and assist with boarding duties.
Apply Headteacher, Herringswell Manor School, Bury St. Edmunds, Suffolk. Tel: Newmarket 750253.

WEST SUSSEX
FOREST GRANGE SCHOOL, Horsham. Require resident pre-preparatory TEACHER. Must be able to play piano or organ.
Apply Headmaster. Faygate 212.

WILTSHIRE
THE OLD RIDE, Bradford-on-Avon. Required for January, 1978, qualified TEACHER for 9 to 11-year olds with additional mathematics teaching at middle school level. Resident post. Preference will be given to a younger person keen on becoming involved in pastoral care.

FAST-GROWING ballet school in Golders Green requires part-time female TEACHER, experienced, of ENGLISH and HISTORY up to "O" and "A" level, who is interested in and has initiative to help develop curriculum.—Please telephone 458 1484 (10 a.m. to 5 p.m.) or 455 5303, after 7 p.m.

N.S.—Vacancies in good independent schools. Details from Truman & Knightley, 1 [illegible] Gardens, London, W.8.

Preparatory Schools

Headships

DORSET
SOUTHLANDS SCHOOL (Day School for girls and boys up to 13 years of age, and a [illegible] to eight [illegible]). Required for September HEAD TEACHER [illegible] running for the school and future of [illegible]. Applicants should be teachers with [illegible] of this age [illegible] the [illegible]. Letters of application with full curriculum vitae and names of three referees should be sent by 5th December [illegible], Southlands [illegible] Road, Broadstone, Dorset.

Deputy Headships, Senior Masters, Mistresses

HAMPSHIRE
Co-educational boarding preparatory school. The Governors invite applications for the post of a SENIOR MISTRESS. [illegible] MATHEMATICS [illegible] an advantage. Applications, with curriculum vitae and two referees, to be received by 1st December. Full details from the Clerk to the Governors, [illegible] Trust Limited, [illegible] Hampshire.

By Subject Classification

Modern Languages

BUCKINGHAMSHIRE
DAVENIES SCHOOL, Beaconsfield. Tel. [illegible]. I.A.P.S. 175 boys. Required in January, a GRADUATE or qualified TEACHER for FRENCH to C.E. standard. Help with all games, etc. supervisionary duties. Burnham scale. Integrated government superannuation. House available for married. Temporary applications also considered.
Apply in detail, and send names of referees, to the Headmaster.

EXETER

BRAMDEAN BOARDING DAY PREPARATORY SCHOOL FOR BOYS, Homefield Road.

Applicants are invited from experienced Graduates, [illegible] Degrees for the post of FRENCH [illegible] in [illegible]. First-class references [illegible]. Salary: Burnham. Please apply for details to the Principal.

FRENCH TEACHER [illegible] January term—[illegible] Junior Department [illegible] school—Bethnal Green [illegible].

Music

BUCKINGHAMSHIRE
GODSTOWE SCHOOL, High Wycombe. Member of staff required [illegible] 1978, to teach PHYSICAL EDUCATION to girls aged [illegible] plus. Gymnastics, Swimming, Tennis, Lacrosse, Netball, and some Athletics. [illegible] with this age group [illegible]. The post is resident or non-resident. Burnham Scale with [illegible] superannuation.
Apply, with copies of testimonials, to the Headmistress.

CAMBRIDGESHIRE
ST. JOHN'S COLLEGE CHOIR SCHOOL, Grange Road, Cambridge. There will be a vacancy in [illegible] 1978 for a MUSICIAN, full or part-time, to assist with general music teaching [illegible] school of 230 boys (aged [illegible]), including the College Choristers, and some 100 girls taught [illegible] and to give individual [illegible] lessons. The post will require [illegible] interest in the musical [illegible] of infants and ability to [illegible] pianist.
Applications including curriculum vitae and names of two referees to the Headmaster.

Physical Education

KENT
BICKLEY PARK SCHOOL, Bickley, Bromley. Requires qualified TEACHER for P.E. and GAMES. Applicants should be able to coach cricket, rugby, [illegible] and swimming; ability in other sports [illegible] soccer and other sport [illegible] an advantage [illegible] but not essential. [illegible] available for married [illegible]. This school offers a [illegible] Burnham Scale with London [illegible] and D.E.S. superannuation [illegible] teachers.
Please apply in writing with details to the Headmaster.

Other than by Subject Classification

Heads of Department

LONDON, W.5
HAMILTON HOUSE SCHOOL. HEAD TEACHER for [illegible] Pre-preparatory [illegible] (recognised) [illegible] 100 boys. Applications [illegible] mature [illegible] from [illegible]. Write, giving full details of qualifications and experience and names of two referees to The [illegible], Hamilton House School, [illegible] Hill, Ealing, W.5.

PREPARATORY continued

Other Assistants

BERKSHIRE
[illegible] MISTRESS required in January to take junior form. Good accommodation [illegible]. Burnham Scale [illegible]. Write, giving names of two referees, to the Headmaster, St. Piran's, Maidenhead, SL6 7LZ.

BRISTOL (Near)
Experienced Infant TEACHER required for second infant class, opening in April 1978 in the pre-preparatory department, age range 5-7, at Tockington Manor School. Music an advantage. Salary based on Burnham.
Apply, in writing, with references, to the Headmaster, Tockington Manor, Tockington, Near Bristol.

CHESTER
THE QUEEN'S SCHOOL. Direct Grant, becoming independent. The Preparatory Department (girls and boys aged five to eight years) requires, in January, 1978, a well-qualified ASSISTANT TEACHER for work mainly with six, seven-year-olds. Ability to help with Music and Swimming will be an advantage.
Apply by letter giving full particulars of qualifications and experience and the names of two referees to the Headmistress at the school, City Walls Road, Chester CH1 2NN.

ESSEX
OXFORD HOUSE, Colchester. (I.A.P.S., 2½ to 12). Nursery TEACHER, experienced and qualified, required January '78 in expanding Nursery Dept.
Applications in writing stating full curriculum vitae to The Principals, Oxford House, Lexden Road, Colchester.

ESSEX
Experienced, qualified FORM TEACHER required in January for class of seven to eight-year-old boys in I.A.P.S. preparatory school. Burnham Scale London Weighting; government superannuation. Non-resident post.
Apply, with qualifications, Headmaster, St. Aubyn's School, Woodford Green, Essex. Tel.: 01-504 1577.

HERTFORDSHIRE
BERKHAMSTED SCHOOL FOR GIRLS. Scale, Government Superannuation. Required in January or April, MISTRESS to take charge of Kindergarten and Transition classes (21 girls aged 5 and 6).
Apply, with details of qualifications and experience, and copies of testimonials, to the Headmistress.

HERTFORDSHIRE
QUEENSWOOD SCHOOL, Brookmans Park, Hatfield. A well-qualified TEACHER required in January, 1978 (or September, 1978), to teach GENERAL SUBJECTS (Mathematics, English, History essential), to the 11 to 13 years age group. A temporary appointment for two terms would be considered.
The post can be resident or non-resident; an unfurnished flat is available. Queenswood is an independent boarding school for girls (380 in the Senior School), 14 miles from London.
Applications to be sent to the Headmistress giving names and addresses of two referees.

LONDON, S.W.19
WIMBLEDON COMMON PREPARATORY SCHOOL, 113 Ridgway, Wimbledon. Required in January, 1978, an experienced TEACHER for class of six to seven-year-old boys.
Apply by letter to Headmaster, giving full particulars and names and addresses of two referees.

LONDON, N.W.1
NORTH BRIDGE HOUSE SCHOOL, Regents Park. This co-educational day school [illegible] pupils requires, in April, a qualified and experienced TEACHER of HISTORY and LATIN for small groups of girls and boys [illegible] Common Entrance [illegible] according to London Burnham Scale.
Apply in writing with curriculum vitae to the Headmaster, North Bridge House School, [illegible] Gloucester Gate, London, N.W.1.

SURREY
SHREWSBURY HOUSE SCHOOL, Ditton Road, Surbiton. Required for January 1978 in I.A.P.S. day and weekly-boarding school, an assistant to teach GRADUATE throughout, with middle-school ENGLISH. Ability to take boys' Games necessary, preferably soccer and swimming.
Salary above Burnham; I.A.P.S. Pension Scheme available.
Please write fully to Headmaster, with names of two referees.

MONTESSORI teacher required. Interested particularly in [illegible] for [illegible]. Excellent pay. Independent school — Bethnal Green 01-981 2978.

Education Colleges of Further

BERKSHIRE
EDUCATION COMMITTEE. BRACKNELL COLLEGE. DEPARTMENT OF ENGINEERING AND SCIENCE. Required as soon as possible. LECTURER I in ENGINEERING WORKSHOP PRACTICE to teach students in the First Year of the Joint I.T.B. [illegible] Engineering Training Course.
Salary in accordance with the Burnham Further Education Scale plus London Fringe allowance of £150.
Assistance with housing and removal assistance may be given. Further particulars and application forms which should be returned within 14 days of the appearance of this advertisement, from the Principal, Bracknell College of Further Education, Church Road, Bracknell, Berks. RG12 1DJ.

BROMLEY
(London Borough of) BROMLEY COLLEGE OF TECHNOLOGY, Rookery Lane, Bromley BR2 8HE. DEPARTMENT OF ENGINEERING. Required as soon as possible: LECTURER Grade I (2 posts) to teach GENERAL ENGINEERING subjects throughout the Department with particular reference to Mechanical Engineering Science and Thermodynamics. Salary within range £2,469-£4,377 (including stage 2 supplements) plus London Allowance of £297.
Application forms and further details obtainable from the Principal, to be returned by 11th November.

CLWYD
ATHROFA LOGELLOG GOGLEDD CYMRU. THE NORTH E. WALES INSTITUTE OF HIGHER EDUCATION. KELSTERTON COLLEGE, Wrexham, Clwyd. SCHOOL OF ENGINEERING. ASTON DIVISION. LECTURER Grade I in ELECTRICAL ENGINEERING is required at the above college to teach City and Guilds Installation, Electrical and Electronic Craft Studies and other craft courses. The successful candidate should have served a recognised electrical apprenticeship, possess relevant technical qualifications and would be expected to assist in the further development of the electrical laboratories and workshops.
The successful applicant would be required to take up the post on January 1st, 1978.
Application forms, which must be returned by November 7th, 1977, and further particulars are obtainable from the Institute Registrar, North E. Wales Institute, Kelsterton College, Connah's Quay, Deeside, Clwyd. Tel. Deeside 817531.

CROYDON
(London Borough of) EDUCATION COMMITTEE. CROYDON COLLEGE OF DESIGN AND TECHNOLOGY, Fairfield, Croydon, CR9 1DX.
Applications are invited from suitably qualified persons for the following posts, duties to commence on 1st January 1978.
DEPARTMENT OF MECHANICAL ENGINEERING.
LECTURER GRADE I MOTOR VEHICLE. To teach Motor Vehicle subjects for the City and Guilds Craft Course together with the R.T.I.T.B. Stage I, integrated training scheme of practical work.
LECTURER GRADE I HEATING AND VENTILATING. To teach to the Heating and Ventilating City and Guilds 627 Fitting Craft Course and the 629 Advanced Craft Certificate.
The salary for the above post is in accordance with the current Burnham Further Education Award, and is at present: Lecturer I: £2,469 to £4,377, including the London Area Allowance and pay awards. Additions to the scale may be made for appropriate qualifications and the point of entry is dependent on previous relevant experience.
Further details and application forms may be obtained from the Principal, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

DEVON
COLLEGE OF FURTHER EDUCATION, Plymouth. Applications are invited for the post of LECTURER Grade I to teach NAUTICAL subjects to Cadets following O.N.D. in Nautical Science (Ref. No. Sal 77/31).
Candidates should possess a Department of Trade certificate of competency as Extra Master or [illegible] a degree in Nautical Science with a Master's (F.G.) Certificate. Alternatively, suitable candidates would be considered.
Salary: £2,913 to £4,100—Starting point dependent upon qualifications and previous experience.
Application forms and further particulars (S.A.E. please) from: The Senior Administrative Assistant, College of Further Education, Kings Road, Devonport, Plymouth PL1 5QG.

DURHAM
COUNTY COUNCIL. BISHOP AUCKLAND TECHNICAL COLLEGE. ENGINEERING DEPARTMENT. LECTURER Grade II in WELDING for both theoretical and practical subjects, up to Part III of the C.& G.L.I. Welding Craft Studies Course and Certificate level of the Fabrication and Welding Technicians' Course.
Possession of a full technological certificate and appropriate industrial experience are essential.
Closing date for applications is November 11, 1977.
Forms and further details of the post can be obtained from the Principal, Bishop Auckland Technical College, Woodhouse Lane, Bishop Auckland DL14 6JZ, on receipt of a stamped addressed foolscap envelope.

DURHAM
COUNTY COUNCIL. NEW COLLEGE, DURHAM. FACULTY OF ADMINISTRATIVE AND BUSINESS STUDIES. LECTURER GRADE I IN SECRETARIAL STUDIES. Applications are invited from suitably qualified persons for the above post to commence January 1, 1978.
Further details and forms of application, returnable by November 11, 1977, may be obtained from The Principal, New College, Durham, Neville's Cross Centre, Neville's Cross, Durham, on receipt of a stamped addressed foolscap envelope.

EAST SUSSEX
Ref. 70/7. LECTURER in MATHEMATICS to teach Pure and Applied Mathematics to G.C.E. Advanced level standard. Ability to assist with teaching of Computer Appreciation an advantage.
To commence January, 1978, or as soon as possible thereafter.
Salary: Lecturer I, £2,781 to £4,089, plus supplement.
Application form returnable by first post 14th November, 1977, obtainable from The Principal, Hastings College of Further Education, Archery Road, St. Leonards-on-Sea TN38 0HX.

GLOUCESTERSHIRE

NORTH GLOUCESTERSHIRE COLLEGE OF TECHNOLOGY, The Park, Cheltenham GL50 2RR.

DEPARTMENT OF FOOD TECHNOLOGY

LECTURER GRADE II required in above Department to teach BAKERY SUBJECTS, duties to commence on 1st January, 1978, or as soon as possible thereafter. Applicants must have appropriate qualifications, and have both teaching and industrial experience.
(Salary scale £3,279 to £5,103 per annum, plus supplementary payment of from £465 to £491 per annum).
Application forms and further details (enclose self-addressed envelope) from the Principal, to whom applications should be returned within 10 days of the appearance of this advertisement. Canvassing will disqualify.

HAMPSHIRE

FARNBOROUGH COLLEGE OF TECHNOLOGY

DEPARTMENT OF HUMANITIES. Ref. 77/23/22.

PRINCIPAL LECTURER to assist the Head of Department with administration and to teach within one or more fields of work covered by the department.

DEPARTMENT OF MECHANICAL AND PRODUCTION ENGINEERING. Ref. 77/25/C12.
LECTURER Grade I for TECHNICIAN and CRAFT courses.

DEPARTMENT OF FOOD, HEALTH AND FASHION STUDIES. Ref. 77/26/F10a.
Temporary half-time LECTURER Grade I in CATERING and FOOD STUDIES. Ref. 77/27/F159.
Temporary half-time LECTURER Grade I in HAIRDRESSING STUDIES.
Further particulars from the Principal, Farnborough College of Technology, Boundary Road, Farnborough, Hants. GU14 6SB. S.A.E. please.
Closing date: 14 days from publication of advertisement.

HAMPSHIRE
THE SOUTH DOWNS COLLEGE OF FURTHER EDUCATION, Havant. LECTURER Grade I in GENERAL STUDIES. Required as soon as possible for a wide range of courses. Salary scale: £2,513 to £4,099 per annum.
Applications are invited from experienced lecturers and those seeking first appointments.
For further particulars and application forms send a foolscap S.A.E. to the Principal, The South Downs College of Further Education, College Road, Purbrook Way, Havant, Hampshire PO7 8AA. Tel.: Waterlooville [illegible]. Closing date for receipt of application forms is Wednesday, 9th November 1977.

HARINGEY
(Borough of). TOTTENHAM COLLEGE OF TECHNOLOGY, High Road, London N15 4RU. Telephone: 01-802 3111. Principal, L. E. Bartlett, B.A. (Hons.), A.C.I.S., F.R.S.A. Required as soon as possible—
LECTURER CONSTRUCTION LECTURER Grade I.
The candidate should have extensive knowledge of the cultural and religious backgrounds of young people from ethnic minority groups. An ability to teach remedial education will be an advantage.
Salary: Lecturer Grade I, within the range of £2,469 to £4,377 plus pay supplements as appropriate and £402 London Weighting per annum. (Starting salary according to qualifications and experience.)
One hundred per cent of approved removal expenses may be paid to the successful candidate.
Application forms and further details from the Principal, returnable within 14 days of the advertisement.

HERTFORDSHIRE
COUNTY COUNCIL. CASSIO COLLEGE, Watford, Herts. WD1 3RH. Telephone: 40311. Required for January or as soon as possible thereafter: LECTURER I in LAW and ECONOMICS to teach mainly on O.N.D., H.N.C., and G.C.E. "A" level courses.
Further particulars and application forms obtainable from Principal (S.A.E., please) at the above address, returnable completed by 11th November.

LANCASHIRE

EDUCATION COMMITTEE

Further details from the Principal at the College. Closing date 7th November, 1977.

W. R. TUSON COLLEGE, Preston, St. Vincent's Road, Fulwood, Preston. January, 1978.
LECTURER II to act as COURSE TUTOR for the Social Development and Occupational Preparation Course.
Applicants should have experience in the broad aspects of social work or in Special Schools or similar establishments serving disadvantaged or disabled young people.

LONDON

INNER LONDON EDUCATION AUTHORITY

SOUTH EAST LONDON COLLEGE

DEPARTMENT OF [illegible] STUDIES

LECTURER I IN GENERAL EDUCATION (Reference [illegible])

To teach Communication Skills mainly to under-achieving students of age 16 to 19. Applicants should hold a teaching certificate or other suitable qualification. Previous experience or training in this area of work would be an advantage.
Salary scales in accordance with the Burnham (F.E.) report—
Lecturer I: On an incremental scale within the range £2,469 to £4,377 plus £402 Inner London allowance and supplement of between £444 and £492, starting point depending on qualifications, training and experience.
Assistance may be given towards household removal expenses.
Application forms, returnable within two weeks of the date of this advertisement, and further particulars from the Senior Administrative Officer, SELTEC, Lewisham Way, London SE4 1UT. It is essential to quote the reference number.

LONDON

INNER LONDON EDUCATION AUTHORITY

SOUTH WEST LONDON COLLEGE

PROFESSIONAL AND GENERAL EDUCATION DEPARTMENT

Required for January, 1978, a LECTURER II in SECRETARIAL subjects to teach Shorthand (Pitman 2000, New Era, T-Line), Typewriting and related subjects, e.g., Office Practice, Communications, Commerce.
Teaching experience, qualifications essential.
Salary Scale: £3,279 to £5,103 plus £402 Inner London allowance and supplement of between £414 and £492.
Assistance may be given towards household removal expenses. Further details and form of application returnable within 14 days from Senior Administrative Officer, South West London College, Tooting Broadway, London SW17. (T.102)

LONDON

INNER LONDON EDUCATION AUTHORITY

WESTMINSTER COLLEGE, Vincent Square, SW1.

DEPARTMENT OF HOTEL ADMINISTRATION

SENIOR LECTURER IN FOOD SERVICE (Ref.: HA3/771)

required as soon as possible to be responsible for the practical operation of the food service training areas to the highest standards in keeping with modern trends in the industry.
Salary £5,031 to £5,955 plus £402 Inner London Allowance and supplement of £492.
Further details and application form obtainable from the Clerk to the Governors, Battersea Park Road, London, SW11. To be returned by 11 November 1977.

South East London College — seltec

Department of Secretarial and Clerical Studies

Lecturer I in Accounting

(Ref. SCS.29)

To teach Accounting, Machine Accounting principally to RSA II level to "TOPS" students on an 18-week Clerk/Book-keepers course.

The person appointed may be required to teach Accounts in other courses, such as to "A" level or OND students and should also be able to offer some additional subject, e.g. commerce, calculations office practice, etc.

Lecturer I in Secretarial and Clerical Subjects

(Ref. SCS.30)

To teach Commerce or Background to Business and Clerical Duties or Office Practice to full time and part-time students taking Certificate in Office Studies and Secretarial Courses. The ability to offer Typewriting or Shorthand, or other C.O.S. subjects such as Business Calculations or Bookkeeping would be an advantage. Applicants should be suitably qualified with teaching experience and/or training.

Salary Scales in accordance with the Burnham (F.E.) report—
Lecturer I
On an incremental scale within the range £2,469-£4,377 plus £402 Inner London Allowance and supplement of between £444 and £492, starting point depending on qualifications, training and experience.

Assistance may be given towards household removal expenses.

ilea *Application forms, returnable within two weeks of the date of this advertisement and further particulars from the Senior Administrative Officer, SELTEC, Lewisham Way, London, SE4 1UT.* It is essential to quote the correct reference number.

Westminster College
Battersea Park Road, S.W.11

Head of Department Home Economics and Catering

Required for September, 1978:—
Salary (G IV) £7,650 to £8,526 (including L.A. & Supp.)

ilea *Complete information and application form obtainable from the Clerk to the Governors. Closing date for applications 22 November, 1977.*

NENE COLLEGE
Applications are invited for the post of

Deputy Director

(Group 8)

The post is tenable from January 1 1978 and the vacancy arises as a result of the present incumbent having obtained a new post.

Applicants should be graduates with significant senior managerial experience; they should be familiar with the maintained higher and further education system.

The successful candidate will assist the Director in the overall administration of the College. He/she will be expected to contribute vigorously to continuing development and be entirely supportive to the idea of a comprehensive institution.

Salary: within Burnham Group 8 range.

Application forms and further particulars (s.a.e.) available from and returnable to Mr L. C. Skelton, Secretary to Governors, Nene College, Moulton Park, Northampton NN2 7AL by 30th November, 1977.

Northamptonshire
Education Committee

TAMESIDE COLLEGE OF TECHNOLOGY

Tutor Organiser

INDUSTRIAL LANGUAGE UNIT

The task of the Tutor Organiser will be to continue to develop programmes to provide English Language training for immigrants primarily in the workplace, though not excluding day-release or other settings.

This will involve:
(a) Promoting the scheme through liaison with employers, Local Authority and voluntary agencies, the Department of Employment and other resource agencies.
(b) Preparation of schemes, materials and resources generally.
(c) Teaching.

Candidates, preferably graduates, should have appropriate qualifications in teaching and ESL and suitable experience from among industrial and personnel work, adult education, work with immigrant communities, teaching ESL. Candidates should be prepared to travel and work flexible hours. Salary, Burnham Lecturer II, £3,744 to £5,985. To commence January 1, 1978.

Application form and further particulars from the Principal, Tameside College of Technology, Beaufort Road, Ashton-under-Lyne OL6 6NX, to be returned within 14 days of the appearance of this advertisement. Reference 10281/TES.

Exeter College of Art and Design

Lecturer II History of Design

Applications are invited for the above post from persons who might be qualified in Modern History, History of Art or Architecture or Sociology of Communication. The person appointed will teach on CNAA BA (Hons) degree courses in Graphic Design and Fine Art. Appointment to commence from January, 1978, or as soon as possible thereafter.

S.A.E. for details and application form to Chief Administrative Officer, Exeter College of Art and Design, Earl Richards Road North, Exeter EX2 6AS.

DEVON

SHEFFIELD EDUCATION

Granville College
Granville Road, Sheffield, S2 2RL
(Telephone 70271)

DEPARTMENT OF ART AND DESIGN

Required for 1 January, 1978, or earlier if possible, a

LECTURER GRADE I MACHINE PRINTING

to teach Lithography and Letterpress mainly to City and Guilds 518 course and Graphic Design students. Applicants should be suitably qualified and have had appropriate industrial experience.

Salary Scale: Lecturer, Grade I, within the range £2,469-£4,377 per annum, plus (i) £312 and (ii) £132-£180 annual salary supplements.

Application forms, together with further particulars are obtainable from the Chief Administrative Officer (foolscap s.a.e.), and must be returned to the College within 10 days of the publication of this advertisement.

THE QUEEN'S COLLEGE, GLASGOW

1 Park Drive, Glasgow, G3 6LP

SENIOR LECTURER

EDUCATIONAL TECHNOLOGY

Salary range: £6,504 to £7,239 (bar) to £8,220 per annum (including supplements awarded under Phases I and II of the Pay Policy).

Further details and forms of application may be obtained from the Principal, to whom completed forms should be returned by *November 24, 1977.*

UNIVERSITY OF DUBLIN
Trinity College

LECTURER IN MEDIEVAL HISTORY

Applications are invited for the above post from persons with an interest in the Urban Archaeology of these islands. Salary scale: £3,616 to £7,324. Appointment will be made in the range £3,616 to £4,021.

Applications forms and further particulars may be obtained from:
The Personnel Officer, West Theatre, Trinity College, Dublin 2.

Applications should preferably be returned by Friday, November 25, 1977.

Trinity College, Bristol

Applications are invited for the post of

LECTURER IN PHILOSOPHY OF RELIGION AND CHRISTIAN ETHICS

Applicants need not be ordained nor Anglican.

It is hoped that the successful applicant would be able to commence his or her duties by the 20th April, 1978.

Closing date for applications—21st November, 1977.

Further particulars and application form may be obtained from:—

THE PRINCIPAL
Trinity College
Stoke Hill, Bristol, BS9 1JP

COLLEGES OF FURTHER EDUCATION
continued

MERTON
London Borough. MERTON TECHNICAL COLLEGE. A full-time LECTURER Grade I in FOOD STUDIES in the Department of Catering and Home Economics is required from 1st January, 1978, to teach the Theory and Practice of Professional Cookery to full-time and part-time students studying on City and Guilds courses. Applications are invited from persons who have had appropriate industrial experience and have obtained, at least, the City and Guilds 706/2 (Cold) certificate. Preference will be given to candidates who have been teacher trained. [illegible] Salary according to the Burnham Scale £2,781 to £4,377 per annum plus £403 per annum London Allowance and supplement of 5 per cent to a maximum of £180 per annum. Application form and further particulars available from the Chief Administrative Officer, Merton Technical College, Morden Park, London Road, Morden, Surrey, to be returned within two weeks of the appearance of this advertisement. R. Greenwood, M.A., F.R.S.A., Director of Education and Clerk to the Governors.

NORFOLK
COUNTY COUNCIL. NORWICH CITY COLLEGE OF FURTHER AND HIGHER EDUCATION. Ref. A1. LECTURER I in PHYSICS to teach up to G.C.E. "A" level required 1st January, 1978. Application forms and further details may be obtained by sending a large stamped addressed envelope to the College Secretary to whom completed forms should be returned within two weeks of the appearance of this advertisement.

READING
READING COLLEGE OF TECHNOLOGY. DEPARTMENT OF CIVIL, MECHANICAL AND PRODUCTION ENGINEERING. Applications are invited as soon as possible for the following post: LECTURER Grade I to teach SCIENCE and TECHNOLOGY and the related MATHEMATICS to Motor Vehicle Technician students. Previous teaching experience at this level, an appropriate educational qualification and ability to help in the development of TEC Road Transport Programme are required. Application forms and further particulars (returnable within 14 days of the appearance of this advertisement) may be obtained from the Registrar, Reading College of Technology, 193 King's Road, Reading, RG1 4HJ. Telephone: Reading 583601.

SANDWELL
(Metropolitan Borough of)
WARLEY COLLEGE OF TECHNOLOGY
Crocketts Lane, Smethwick, Warley 66 3BU, West Midlands.
Applications are invited for appointment to the full-time post, initially on contract until August 31, 1978 of LECTURER Grade I in VEHICLE BODYWORK, to commence duties as soon as possible. The person appointed will be required to teach VEHICLE BODY WORK (Metal Mas.) on integrated training courses and vehicle body craft studies courses. Applicants should hold an appropriate City and Guild's or equivalent qualification and have had good industrial experience. Salary in accordance with the scale of salaries for teachers in establishments of further education i.e. £2,469 per annum to £4,377 per annum, plus a supplement of £444 to £492 per annum. Further particulars and application forms (quoting reference number T.123/GT) may be obtained from: The Acting Principal, Warley College of Technology, Crocketts Lane, Smethwick 66 3BU, Warley, West Midlands, to whom completed applications should be returned within ten days of the appearance of this advertisement.

SHROPSHIRE
EDUCATION COMMITTEE. SHREWSBURY TECHNICAL COLLEGE. London Road, Shrewsbury. Telephone: Shrewsbury 51544. LECTURER I in SECRETARIAL STUDIES required as soon as possible, to be able to teach Shorthand, Typewriting, Office Practice and Secretarial Duties. Salary Scale: Lecturer I: £2,469 to £4,377 plus supplements. Application forms and further particulars from the Principal to whom they should be returned as soon as possible.

SOMERSET
STRODE COLLEGE. Street. For January, 1978, or as soon afterwards as possible. CHEMISTRY LECTURER. Lecturer Grade I, to be responsible for Chemistry to G.C.E. "A" level. Honours graduates preferably with teacher training and/or experience, are invited to write for further particulars to the Principal, Strode College, Church Road, Street, BA16 0AB.

SOUTH DEVON
SOUTH DEVON TECHNICAL COLLEGE. Torquay. Required now: TEMPORARY FULL-TIME (2 terms or remainder of Academic year 1977/78). LECTURER I—JEWELLERY, SILVERSMITHING and THREE DIMENSIONAL DESIGN. Graduate, trained teacher preferred. Industrial or commercial experience an advantage. Salary Scale: Lecturer I—£2,649 to £4,377, plus £444 supplement per annum (placing on scale according to qualifications and experience). Details and application form returnable by 10th November, 1977, enclose S.A.E. from: The Principal, South Devon Technical College, Newton Road, Torquay.

SURREY
COUNTY COUNCIL. GUILDFORD COUNTY COLLEGE OF TECHNOLOGY. Stoke Park, Guildford, Surrey. DEPARTMENT OF SOCIAL WORK STUDIES. Required to commence duties as soon as possible:— LECTURER, Grade I, in NURSING SUBJECTS including the teaching of Human Biology, First Aid, Health, etc., largely to students preparing for careers in the Social Services. Salary: Burnham Scale, £2,913 to £4,869 plus £150 fringe area allowance. Generous relocation expenses. Further particulars and application form available from the Principal on receipt of S.A.E. Application forms should be returned as soon as possible.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL. WHITWOOD MINING AND TECHNICAL COLLEGE. To commence duties on 1st January, 1978, or as soon as possible thereafter. LECTURER Grade I in MECHANICAL ENGINEERING. The person appointed will be required to teach workshop practice, theory and related studies in Mechanical Craft, Technician and I.T.B. integrated courses. Applicants should have sound experience in production engineering and possess appropriate qualifications. Salary in accordance with the current Burnham (F.E.) salary scales for Lecturers Grade I with increments for approved qualifications and experience. Requests for application forms and further details (accompanied by a s.a.e.) should be addressed to The Education Department, 8 Bond Street, Wakefield, to be returned by 11th November, 1977.

WARWICKSHIRE
NORTH WARWICKSHIRE COLLEGE OF TECHNOLOGY AND ART. Hinckley Road, Nuneaton, Warwickshire CV11 6BH. DEPARTMENT OF GENERAL EDUCATION. LECTURER I, ENGLISH AND COMMUNICATIONS. Required as soon as possible, LECTURER I to teach ENGLISH LANGUAGE to full and part-time students and to help develop English Communication work with vocational courses throughout the College. Salary: £2,469 to £4,377 plus supplements. Further details and application form from the Principal, returnable within 14 days of the date of this advertisement (S.A.E. please).

WARWICKSHIRE
SOUTH WARWICKSHIRE COLLEGE OF FURTHER EDUCATION. The Willows, Alcester Road, Stratford-upon-Avon CV37 9QR. SENIOR LECTURER required as soon as possible to serve as Adult Education Tutor and DEPUTY HEAD of the Grade III Adult and General Education Department. Details and application form available from the Principal of the College, to be returned by 8th November, 1977 (S.A.E. please).

WIRRAL
(Metropolitan Borough of) BIRKENHEAD COLLEGE OF TECHNOLOGY. Applications are invited for the following posts: DEPARTMENT OF HOTEL, CATERING AND FOOD STUDIES. LECTURER II in FRONT OFFICE and RESTAURANT OPERATION. Salary £3,279-£4,405 + £321 p.a. plus Burnham 1977 pay award. To be responsible for the organisation of Hotel Reception and Food and Beverage Service. Applicants should have first qualifications and teaching and administrative experience. Application forms from The Principal, College of Technology, Borough Road, Birkenhead, Merseyside, to whom completed forms should be returned by 11th November, 1977.

Colleges and Departments of Art

DERBYSHIRE
CHESTERFIELD COLLEGE OF ART AND DESIGN. TECHNICAL ASSISTANT CERAMICS. Applicants should have a thorough and specialist knowledge of ceramics with particular emphasis on the preparation of clays and glazes, the packing and firing of kilns, including sawdust and reduction firings; be familiar with all the raw materials used in the department and sufficiently versatile to be involved, as necessary, in assisting with kiln building, toolmaking and similar activities requiring the handling of wood and metal. An enthusiastic person is sought for this post who will maintain the smooth running of this three-year vocational studio ceramics course. Salary in accordance with A.P.T. & C. Grades—Technical Grade II, £2,329 to £3,153, plus Phase I and II pay supplements. Full particulars and application forms from the Chief Administrative Officer, Chesterfield College of Art and Design, Sheffield Road, Chesterfield, Derbyshire S41 7LL. Telephone: Chesterfield 70271.

Polytechnics

SHEFFIELD
CITY POLYTECHNIC. DEPARTMENT OF HISTORY OF ART. LECTURER II IN HISTORY OF ART. Salary Scale: £3,744 to £5,965. Applicants should be well qualified in art history with specialism in twentieth century painting and sculpture. The successful candidate will be expected to make general contributions on the B.A. Fine Art Course in modern painting and sculpture and will have special responsibility for the development of the contemporary (i.e. post 1945) art option in the third year of the B.A. (Hons.) History of Art Design and Film Course. Requests for an application form in writing only, please, to the Personnel Department (Dept. TES), Halfords House, Fitzalan Square, Sheffield S1 2BS, to whom completed forms should be returned by November 11th, 1977.

Universities

ABERDEEN
THE UNIVERSITY
LECTURESHIP IN MUSIC. Applications are invited for the above post. A history specialist with interests in the Medieval field is primarily required, and preference will be given to a candidate who shows a high degree of competence in general musicianship. Salary on scale £3,333 to £6,665 with appropriate placing. Candidates who have applied for the recently advertised post in Aberdeen University should inform the Secretary if they wish to be considered for this post. Further particulars from The Secretary, The University, Aberdeen, with whom applications (3 copies) should be lodged by 18 November, 1977, quoting reference RBA/2.

EDINBURGH
THE UNIVERSITY
CENTRE OF AFRICAN STUDIES AND DEPARTMENT OF EDUCATIONAL STUDIES
Applications are invited for a temporary joint LECTURESHIP for a period of two years from 1st January, 1978, in a field related to African education and its development. The salary scale is £3,333 to £6,665 per annum, with superannuation. Further particulars are available from the Secretary to the University, Old College, South Bridge, Edinburgh EH8 9YL, to whom applications (three copies, except for overseas applicants), including the names of two referees should be sent by 14th November, 1977. Please quote Reference 1044.

THE OPEN UNIVERSITY
FACULTY OF SOCIAL SCIENCES
STAFF TUTORSHIP IN THE SOCIAL SCIENCES
EAST MIDLANDS REGION
Applications are invited for appointment to the post of STAFF TUTOR in the Social Sciences, based at Nottingham. Applicants should have specialist qualifications in Geography with an interest in the social sciences generally, and appropriate teaching experience. Main duties will include assistance to the Regional Director in the appointment, training and supervision of part-time tutors, and liaison with members of the University's central academic staff. There will be a considerable amount of evening work and travel. The successful candidate will be appointed to the staff of Social Science but organisationally based in the Regional Office in the East Midlands [illegible] Regional office. The appointment offered at a salary within the scale £3,333—£[illegible] per annum, plus USS benefits. Application form and further particulars are available by postcard request from the Personnel Office (ES43), The Open University, P.O. Box 75, Walton Hall, Milton Keynes MK7 6AL, or by telephone Milton Keynes 63868. Closing date for applications, [illegible] 1977.

UNIVERSITY APPOINTMENTS
are also advertised in THE TIMES HIGHER EDUCATION SUPPLEMENT
The newspaper for higher education, providing the best board for all levels of appointments. It has a large readership in academic circles and Polytechnics and other areas from which staff are recruited. Research shows that it is the most selected by the academic themselves as their main source of information in job hunting. For further information on book advertising space, contact Classified Advertisement Department, The Times Higher Education Supplement, New Printing House Square, London WC1X 8EZ. Tel: 01-837 1234, extension [illegible].

University of Utrecht

Pedagogisch-Didactisch Instituut voor de Lerarenopleiding Heidelberglaan 2, De Uithof, Utrecht

The Teacher-Training Department of the University Utrecht invites applications for the post of

TEACHER EDUCATOR (EFL)

As a member of an interdisciplinary modern-languages team, he will further develop the present programme to prepare students to teach EFL; supervise their teaching practice; establish new school contacts; undertake research into the field of foreign-language teaching and/or teacher training.

We think of the following qualifications:
—degree in English (minimal MA with Honours);
—successful teaching experience;
—TEFL qualified and experienced;
—a minimum of 8 years' experience in Teacher Education and/or experience in research-work in Teaching of EFL;

Applications, together with two testimonials + names and addresses of referees; a tabulated statement giving date of birth, education, qualifications, experience and bibliography to be sent to the above address. Closing date two weeks after publication of this advertisement. Salary range £1,058-£1,570, depending on age and experience + 7½ per cent holiday benefits.

Further information can be obtained from drs. L. C. De [illegible] tel. 030 533772 (office) or 03405—3179 (home).

LONDON BOROUGH OF BARKING

EDUCATION DEPARTMENT

Full Time Youth Worker

The salary for the post will be the J.N.C. scale 2 which rises through 8 points from £3,426-£4,251 inclusive plus earnings related supplement.

The Y.W.C.A., backed by the London Borough of Barking, opened The Vineries in the Summer of 1975. It is a purpose-built building on a busy main thoroughfare, comprising a cosy coffee bar/lounge with cloakroom facilities and Warden's office on the ground floor, and a suite of seven rooms upstairs. Behind this building and independently managed is Vineries Court which provides single-person accommodation for some forty residents.

An experienced worker is required with the ability to relate to young men and women aged 16-25. An excellent team of part time staff require continuing support and in-service training. There is great potential for extending day use of the centre in collaboration with other agencies including the Manpower Services Commission, Probation and Social Services (working on Intermediate Treatment), organisations, Marriage Guidance, the Samaritans and like organisations. Familiarity with social problems such as alcoholism, drug abuse, squatters, etc., would be helpful. The person appointed will be employed by the London Borough of Barking and seconded to the Y.W.C.A. which administers the centre. The resources of the Borough's Youth and Community Service, which are extensive, will be available to the worker who will have opportunity to join with the Borough's full time staff team.

Assistance with removal expenses may be available within the Authorities conditions of employment.

Forms of application and further details may be obtained from the Chief Education Officer, Town Hall, Barking, Essex.

TRINITY AND ALL SAINTS' COLLEGES

Trinity and All Saints' Colleges, affiliated with the University of Leeds, form an independent institution providing studies leading to B.A. (Collegiate), B.Sc. (Collegiate) and B.Ed. Degrees of the University of Leeds. Candidates appointed will be expected to teach to honours degree level, to participate in courses of professional education and to contribute to course development and research.

Applications are invited for the following posts:
LECTURER II/SENIOR LECTURER IN ACCOUNTANCY
LECTURER II/SENIOR LECTURER IN LAW

Salary scales in the range: £4,041-£7,206.

Further particulars and application forms, which should be returned within 14 days of the appearance of this advertisement, are obtainable from:
The Registrar,
Trinity and All Saints' Colleges,
Brownberrie Lane,
Horsforth,
Leeds LS18 5HD

THE FIELD HOUSE

Salary Scale Houghton. Additions to scale of £564 plus a proportion of £879 in return for 10 hours' extraneous duties. JNC Conditions of Service 1 plus £312 plus 5 per cent (maximum £180) supplements.

An enthusiastic teacher, male/female, is required from January 1, 1978, for Physical Education and Remedial Subjects at the Field House—a Girls' Observation and Assessment Centre/Remand Home. Accommodation is available if required. For further information and to arrange a visit contact:—

Mr M. J. Rooke
Head of Teaching Services
Snow Hill House, 10-15 Livery Street
Birmingham B3 2PE
Telephone 021-235 4238

Closing date: November 11, 1977

Canvassing will disqualify

BIRMINGHAM CITY COUNCIL

BOROUGH OF TRAFFORD EDUCATION DEPARTMENT

Applications are invited from suitably qualified and experienced persons for the full-time post of

Youth Tutor
of Partington Youth Centre

J.N.C. Scale 2

(£2,712-£3,537 plus pay code supplements)

You will have shared duties at purpose-built Partington Youth Centre and Broadoak Comprehensive School.

Main conditions of service broadly in accordance with J.N.C. 11th Report for Qualified Youth Workers and Community Centre Wardens. Assistance may be given with removal expenses in approved cases.

For further details please send stamped addressed foolscap envelope to Chief Education Officer, Town Hall, Sale M33 1ZF (tel. 061-973-2253 ext. 269), to whom completed application forms should be returned by 21st November, 1977. Interviews will be held in early December.

Royal County of BERKSHIRE

YOUTH & COMMUNITY WORKER
(Britwell Estate, Slough)

£3,537-£4,008 + 1977 pay awards

Applications are invited from suitably qualified men and women for the post of Youth & Community Worker at the above GLC Estate on the north side of Slough. The worker will be expected initially to develop the Britwell Boys Club, with emphasis on activities, and subsequently to operate in partnership with a colleague based at a nearby Youth & Community Centre run by local churches. The two workers will be responsible to a joint liaison committee for the two centres and will be expected to take initiative in placing a new emphasis on work in the community. Initial lodging allowance and assistance with removal expenses may be given. Interested? Telephone John Ashdown, County Youth & Community Officer, Reading 55991, ext 149.

Further details and application forms available from the Director of Education (YCS), Education Department, Kennel House, 80/82 Kings Road, Reading. Closing date 11 November, 1977.

Fellowships Studentships and Research Awards

CAMBRIDGE
[illegible]

Colleges of Higher Education

HEREFORD AND WORCESTER
COUNTY COUNCIL. NORTH WORCESTERSHIRE COLLEGE. SCHOOL OF TECHNOLOGY. Applications are invited for the following posts:— Required immediately: (1) LECTURER Grade I to teach MOTOR VEHICLE ELECTRICAL WORK [illegible] (2) LECTURER Grade I to teach WELDING THEORY and PRACTICE and ASSOCIATED STUDIES [illegible] (3) LECTURER Grade I to teach WORKSHOP PRACTICE and ASSOCIATED STUDIES [illegible] (4) LECTURER Grade I to teach HEAVY VEHICLE TECHNOLOGY and PRACTICE and ASSOCIATED STUDIES [illegible] Salary £2,913 to £4,869 per annum (includes supplements) depending upon qualifications, training and experience. Please apply to the Director, North Worcestershire College, Burcot Lane, Bromsgrove, Worcs. B60 1PQ for further details and application forms. Please state clearly the post in which you are interested.

SUFFOLK
SUFFOLK COLLEGE OF HIGHER AND FURTHER EDUCATION. Required for 1st January or as soon as possible thereafter. Post No. 2.11 PRINCIPAL LECTURER in ADVANCED NURSING STUDIES [illegible] Post No. 4.87 LECTURER Grade II in PRE-NURSING STUDIES [illegible] Salary scales: Principal Lecturer, £5,730 to £6,645 plus supplements; Lecturer Grade II, £3,279 to £5,403 plus supplements. Further details and an application form are obtainable from the Principal, Suffolk College, Rope Walk, Ipswich, IP4 1LT, to whom completed application forms should be returned by 11th November 1977. Please send large stamped addressed envelope and quote the post number.

Colleges of Education

KENT
[illegible]

Adult Education

HAMPSHIRE
ADULT EDUCATION, YOUTH AND COMMUNITY SERVICE. GLEN EYRE ADULT EDUCATION CENTRE. PRINCIPAL. Temporary appointment from January to August 1978 on full or part-time basis. Salary: Full time, Lecturer Grade II; Part time, £4.56 per hour. Further details and application form from Area Education Officer (AYC), Arundel Towers North, Portland Terrace, Southampton, SO9 4XE. Closing date 11th November 1977.

Community Homes and Associated Institutions

CLWYD
COUNTY COUNCIL
SOCIAL SERVICES DEPARTMENT
[illegible] COMMUNITY HOME, Wrexham, Clwyd

require the following persons:

TEACHER

Burnham Scale 1 plus £279 Extraneous Duty allowance, plus £264 Community Schools allowance. The Home caters for 64 boys aged 11 to 16 years, all in long term care with education on the premises. Applications invited from teachers with training/experience in remedial teaching, with an interest in [illegible] Grade 1 [illegible] boys.

For further information apply to the Principal. Informal visits by arrangement with Mr Matthews, Deputy Principal (Education) Wrexham 52067.

RESIDENTIAL CARE WORKER
Male/Female

Salary, Senior Grade £3,084 to £3,477 per annum. Applicants should possess a recognised qualification in child care [illegible] Considerable redevelopment is envisaged, and applications are sought from persons willing to share in new concepts. For informal visits contact Mr Howarth, Deputy Principal (Care) Wrexham 52067.

Application forms obtainable from the Director of Social Services, Shire Hall, Mold, Clwyd (Tel. Mold 2121, Ext. 315) to be returned by 15th November.

E. R. H. Davies, Director of Administration and Legal Services.

DORSET INSTITUTE OF HIGHER EDUCATION

Dorset Institute of Higher Education and Dorset County Council Social Services

Department Joint Appointment

Principal Lecturer in Social Work

£5,940 to £7,578 pa, plus £492 Supplement

Applications are invited for this post from persons with some or all of the following qualifications and experience—degree or degree equivalent, social work qualification, appropriate teaching and research experience, appropriate experience in social work.

(1) To be responsible in the Institute for the Education and training in Social Work.
(2) To plan and develop courses in close cooperation with the Social Services Department.
(3) To work in the Training Section of the Social Services Department.
(4) To establish and manage, in the Institute, an Education and Training Unit for Social Work.

Further details and application form from the Director, Dorset Institute of Higher Education, Wallisdown Road, Wallisdown BH12 5BB. Telephone Bournemouth (0202) 524111. Closing date for applications: November 18, 1977.

DUNCROFT SCHOOL
MOOR LANE, STAINES, MIDDX.

2 QUALIFIED TEACHERS

REQUIRED FOR JANUARY 1978.

Burnham Scale II
Burnham Scale 1
[illegible] Allowance [illegible]

Duncroft is a well established Community Home with education on the premises, specialising in the care, treatment and education of disturbed intelligent adolescent girls.

Two good all round teachers of general subjects are required to prepare some girls for CSE or GCE examinations.

Special interest in one or more of the following subjects
For Scale II post: English, PE, General Science, Humanities;
For Scale 1 post: Art, Domestic Science, Social Studies.

Applicants should be capable of working with a multi-disciplinary team and for Scale II to co-ordinate with the Deputy (Education) and other teachers the design and implementation of a broad and flexible educational programme.

Applicants should be in sympathy with the Christian principles on which Barnardo's work is based.

Assistance with accommodation if required. Informal visits or enquiries contact Miss M. Jones, Principal, Tel. Staines 52156.

Application forms and further details: Divisional Children's Officer, London Division, Tanners Lane, Barkingside, Ilford, Essex. Tel. 01-551 0011.

Barnardo's

NORTON COMMUNITY HOME SCHOOL

Housemaster

SENIOR GRADE—£3,084 to £3,773/£4,477
(Inclusive of salary supplements)

An experienced and preferably qualified Housemaster is required at Norton School, Kineton; a Community Home School for 80 boys aged 14 to 19 years which is now part of the Child Care Service in Warwickshire. The School is situated in a very pleasant South Warwickshire village near to Warwick, Stratford-upon-Avon and the Cotswolds.

The principal aim of the School is the rehabilitation of the boys and the person appointed should have a special interest in caring for adolescents and the ability to work closely with the teaching staff, social workers and families. This post would offer valuable experience for teachers who wish to work in a residential setting in a non-teaching capacity or for serving residential social workers who wish to broaden their experience.

A three bedroomed semi-detached house is available to rent on a service tenancy or single accommodation is available if preferred. Settling-in allowances of up to £400 are available in approved circumstances.

The Headmaster, Mr M. Lewis (telephone Kineton 640218), will be pleased to discuss the post with potential applicants.

Application forms are available from the Director of Social Services, Shire Hall, Warwick (telephone Warwick 43431, extension 2443).

The closing date: 11th November, 1977

Warwickshire

METROPOLITAN BOROUGH OF BURY

EDUCATION DEPARTMENT
(Y.A.C.S.)

Youth Worker

EAST WARD AREA
SALARY £3,654-£4,128 PLUS SUPPLEMENTS
Applications are invited from suitably qualified men and women for the following post of Youth Worker within the Metropolitan Borough.

The worker will be based at East Ward Youth Centre and will be responsible for the development and co-ordination of youth and community work within the area, by initiating contacts and links between voluntary organisations, Secondary Schools, the Social Services and the Youth Service and for the overall supervision of part time staff.

Youth Tutors

(Two Posts)
1. Based at TOTTINGTON COUNTY SECONDARY SCHOOL—Youth Centre.
2. Based at PARRENTHORN SCHOOL.
Salary J.N.C. Range 3 (Points 1-6) £3,426-£3,898 plus supplements.

Applications are invited from suitably experienced men and women holding a recognised qualification in youth work for the above posts in the authority's service. The youth tutors will be responsible for the supervision of part time staff and for the development of youth activities at the schools.

He or she will establish links with voluntary organizations, other schools and social agencies in the locality and as a member of the authority's team of full time workers will assist in training courses and other special project work within the service.

J.N.C. conditions of service.

Authorised car user allowance (casual user rates).

Forms of application for all the above vacancies obtainable from and returnable to the Chief Executive's Department, Town Hall, Bury BL9 0SW (Tel. 061 764 6000 Ext. 6) by the 7th November, 1977.

SAUDI ARABIAN MONETARY AGENCY
(Central Bank of Saudi Arabia)

currently have vacancies for single men only at their Banking Training Centre in Jeddah.

ENGLISH LANGUAGE TEACHERS

with minimum qualification BA plus either Postgraduate Certificate of Education or TEFL Diploma. English teaching experience with adults preferably in Middle East would be an advantage.

Basic Salary negotiable but not less than Pounds Sterling 5,900 per annum, paid monthly. Salary is paid in local currency and the position commands free accommodation, free passage both ways and six weeks' annual paid holiday.

There is no local taxation. Contract of eighteen months, renewable yearly.

Interviews to take place in London.

Write giving Curriculum Vitae, names of referees, address and telephone number where you can be contacted.

Box No 276
STREETS FINANCIAL LIMITED
62 Wilson Street, London EC2A 2BU

COMMUNITY HOMES
Appointments continued

TEACHER required ... [illegible] ... Community Home in Ketley, Yorks, managed by The Salvation Army ... Burnham Scale ... Further details and application form from The Personnel Officer, [illegible] Street, Hackney, London, E.8.

Youth and Community Service

COMMUNITY RECREATION IN LAMBETH

MANAGER
(Hol. A11)
(£4,300 to £4,667 inclusive)

Lambeth provides an extensive range of recreational services, which includes sports and leisure centres, pools and lidos, children's play, arts and entertainments and library services: our aim being to provide the widest possible choice of activities for the community.

Loughborough Park Amenity Centre is now established and operates close to a large housing development providing a nine o'clock club, playschemes, and is developing a wide range of local community activities.

We now wish to appoint a Manager for the centre to take responsibility for the planning, development, organization, and overall management of the centre. There is a small team of staff, including two Assistant Managers who are responsible for the day to day running of the Centre.

Applications are invited from candidates (male or female) with enthusiasm and initiative together with experience in work with the community and, or in the recreation leisure field. Some administrative and supervisory experience would be an added advantage.

For further information and application form telephone 01-761 0000, Ext. 40, or 01-761 1931 (24-hour answering service), London Borough of Lambeth, Directorate of Amenity Services, 14 Knight's Hill, West Norwood, London, S.E.27. Closing date: 11th November, 1977.

HARINGEY
(Borough of)
EDUCATION SERVICE
FURTHER EDUCATION DIVISION
YOUTH AND COMMUNITY SERVICE

Applications are invited from suitably qualified and experienced persons for the following posts:
DRAYTON SCHOOL, N.16
(1) YOUTH LEADER

The post will initially involve responsibility for the Senior and Junior Youth Clubs with some involvement with the Community Service ... and the possibility of developing, with school staff, a variety of lunch time club activities.

MUSWELL HILL CENTRE
(2) YOUTH WORKER

The post will involve responsibility for all provision in the Centre for the younger age groups. In addition the worker will take an overall interest in the running of the Centre and work with the Leader in Charge in establishing a day time programme which will reflect the needs of the local community.

In each instance the salary will be in accordance with the current J.N.C. Range 1 (Point 2-6) for Youth Leaders and Community Centre Wardens, that is £4,251 to £4,722 inclusive plus 1977 Pay Award as appropriate.

Further details and an application form can be obtained from the Chief Education Officer (ref. [illegible]), Further Education Unit, [illegible] High Road, Tottenham, London, N.17.

Please enclose large stamped addressed envelope. Closing date 14 days from the appearance of this advert.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION

ROCHESTER, WARREN WOOD SECONDARY SCHOOL FOR BOYS
Arethusa Road
(Roll 420)

Required for January, 1978, if possible, an enthusiastic and capable YOUTH WORKER as TEACHER LEADER (Scale 2). Applicants should be qualified teachers with experience of youth work.

A Youth Wing is due for completion in March, 1978, and will add a further dimension to the school's involvement with the Community.

Warren Wood is designated as a social priority school and all staff receive the appropriate additional payments.

Further particulars of the post can be obtained from the Divisional Education Officer, [illegible] House, New Road, Rochester, to whom applications should be submitted.

KENT
THE MISSIONS TO SEAMEN needs a qualified YOUTH LEADER to join a team working among boys of 16 and 17 preparing for a career at sea. The work includes arranging indoor and outdoor activities, counselling, building up personal relationships, and a share of the diverse tasks which fall to the team. Accommodation provided. J.N.C. salary scale.

Enquiries by November 7th, to The Chaplain, [illegible], Gravesend [illegible].

SHEFFIELD
EDUCATION

vacancy for a
FULL-TIME ASSISTANT YOUTH WORKER
at
HOLMFIELD YOUTH WING

Applications are invited from suitably qualified persons. In-service training and supervision to enable the person appointed to develop a full range of youth work skills.

Salary Scale J.N.C. qualified £3,[illegible] to £3,[illegible] plus £312 and £[illegible] plus per annum supplements.

Application forms and further details are obtainable from: The Chief Education Officer, [illegible], P.O. Box [illegible], Leopold Street, Sheffield S1 1RJ.

WIGAN
(Metropolitan Borough of)
EDUCATION COMMITTEE
YOUTH SERVICE

Applications are invited from suitably qualified men and women for the appointment of two DISTRICT YOUTH WORKERS having oversight of:

Post A: Two authority maintained Youth Centres.

Post B: Voluntary Youth Clubs with part-time staff employed by the authority and some responsibility for outdoor pursuits.

Both posts carry some district responsibilities.

Salary within Range 3 of J.N.C.: £3,654 to £4,128 plus £312 per annum supplement and 1977 pay award.

Further particulars and application forms may be obtained from the Director of Education, Civic Centre, Millgate, Wigan, WN1 1YD. Closing date for receipt of applications: 18th November 1977.

Overseas Appointments

ALGERIA LECTURERS in ENGINEERING for special teaching project of eight months commencing October/November with possibility of further assignment.

Electrical, mechanical or instrumentation engineering and working knowledge of French are main requirements.

Excellent salary and bonus plus free accommodation, meals and return fares; bachelor status.

For further details and application form, telephone Miss Westmoreland, Winkfield Row 4111, General Superintendence Co. Ltd., Orchard Lea, Winkfield, near Windsor.

TEACHING IN JAPAN

Two qualified lady TEACHERS of ENGLISH required on a two-year contract for individual and small group teaching in a beautiful and interesting part of Japan.

Salary: Y1,380,000 (net) per annum with board residence (staff flats, all services). Fares, taxes and insurance paid and other benefits.

Cultured ladies with pleasant voices sought. Excellent character references are essential. Interviews in London. Please apply by airmail enclosing particulars of qualifications and two recent photographs.

Apply to The Director, The English Centre Ltd., Chofu, Shimonoseki, 752 Japan.

Buckinghamshire County Council
EDUCATION DEPARTMENT

Advisory Teacher–Physical Education

Burnham Scale 3

Required for the beginning of the Summer Term or earlier if possible, man or woman with at least ... course qualifications in physical education and ... teaching experience. The successful candidate ... required to work mainly in the High Wycombe ... middle and first schools. An interest in modern ... tional dance would be desirable but not essential.

Removal expenses up to £150 payable in approved ...

Further details and application forms available from Chief Education Officer, County Hall, Aylesbury, ... HP20 1UZ. Closing date 1 December 1977.

Previous applicants will be considered and need ... re-apply.

Kaduna Polytechnic, Nigeria

Lecturers

Accountancy
Architecture
Mechanical Engineering
Electrical Engineering
Civil Engineering

This rapidly expanding Polytechnic caters for 4,500 students on 100 different courses and needs lecturers in the above subjects to assist in its extension programme.

Candidates should be members of a relevant professional body with a minimum of 5 years experience.

Salary in a scale £6165 – £8345 pa depending on experience. Benefits include gratuity, overseas allowances, family passages, annual leave, car allowance, assistance with school fees and subsidised housing.

For full details and an application form write quoting MP/1016/ to

Crown Agents

The Crown Agents for Oversea Governments and Administrations, Appointments Division, 4 Millbank, London SW1P 3JD.

HONGKONG POLYTECHNIC

Lecturers/ Senior Lecturers
Computing Science

Applications are invited for the above posts from candidates with a degree or professional qualification and/or extensive experience in one or more of the following areas: Systems Analysis and Design, Commercial Programming and Data Processing, MIS, Computer Graphics, Computer Education in Secondary Schools, Computer Assisted Instruction, Systems Programming and the application of computers to all disciplines taught at the Polytechnic, e.g. Engineering, Mathematics, Textiles, Design and Commercial subjects.

The appointee will be required to teach on courses of their specialism as well as general courses offered by the Department. The development of short courses to computer professionals is important and experience in this area would be an advantage as would experience in developing educational curricula.

SALARIES: Lecturer HK$40,920-$73,980 by 11 increments, Senior Lecturer HK$74,460-$100,380 by 5 increments.

Sterling equiv. @ HK$8.30=£1 is £4,930-£8,913 and £8,971-£12,094 respectively.

Appointments on 2-year gratuity bearing contract initially. Thereafter suitable appointees may be offered further contracts or superannuable terms at the discretion of the Polytechnic.

Free passages, long leave, subsidised accommodation, medical and dental treatment, education allowances and a terminal gratuity equal to 25% of basic salary received over entire contract period.

Application form and further details from the Recruitment Unit, TETOC (Technical Education and Training Organisation for Overseas Countries), 35/37 Grosvenor Gardens, London, SW1W 0BS, Ref: HKP/TES.

Closing date for receipt of applications 14 November 1977.

Tetoc

OVERSEAS DEVELOPMENT
KNOW-HOW vital to developing countries

Secondary Teacher/ Mathematics
Seychelles

To teach modern maths to 'O' and 'A' level, and assist with extra curricula activities. Applicants up to age 50, must have recognised degree in maths together with postgraduate diploma in education, and minimum of 3 years' experience after graduating. Appointment 2 years.
Salary in range £3,710-£7,312 per annum including allowance, normally tax free, in range £1,038-£3,102 p.a. Terminal gratuity 25 per cent p.a. of basic salary.
Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant up to £300 and an interest free car purchase loan up to £1,200 may be payable in certain circumstances. Superannuation rights may be safeguarded.

Secondary Teacher/ Commercial subjects
Falkland Islands

To teach Senior School pupils: may also be required to take 1 or 2 night school classes a week. Willingness and ability to help poor readers on a 1 to 1 teaching basis and/or teach girls PE and Games an advantage. Single applicants aged 22-35 should have Teaching Certificate or Diploma in Education and at least 2 years' experience of teaching commercial subjects at Secondary level.
Salary in range £2,948-£4,044 p.a. including allowance, normally tax free, in range £1,698-£2,220 p.a. plus cost of living allowance, currently £1,098 p.a. Terminal gratuity of 15 per cent of basic salary payable in certain circumstances.
Other benefits include free passages and subsidised accommodation. An appointment grant up to £150 and an interest free car purchase loan up to £1,200 payable in certain circumstances.
Applicants should be citizens of the United Kingdom. For full details and application form please apply, quoting reference 315 stating post concerned, and giving details of age, qualifications and experience to:

Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DH.

ODM
HELPING NATIONS HELP THEMSELVES

OVERSEAS continued

GREECE [illegible] ... Athens ... [illegible]

AFRICA [illegible] ... Please send S.A.E. for [illegible] ... London NW7 ...

KENYA
THE MOMBASA POLYTECHNIC

Invites applications for the following posts, tenable on contract to the Government of Kenya ...

ELECTRICAL—ELECTRONICS

A degree or H.N.C. plus ... [illegible]

TEXTILES—BUSINESS STUDIES

A degree and/or professional qualification, industrial and commercial experience, a teaching certificate and relevant teaching experience required. In both accounting and quantitative methods to professional level with special emphasis on statistics and management mathematics.

Salary in range £5,401 to £7,[illegible] inclusive of a non-taxable inducement allowance paid by the British Government to citizens of the U.K.

Twenty-five per cent terminal gratuity on basic salary; free passages; subsidized accommodation; education allowance and holiday visit passages for children; an appointment grant and interest-free car loan are payable in certain circumstances.

Application forms and further details from the Recruitment Unit, T.E.T.O.C. (Technical Education and Training Organisation for Overseas Countries), 35/37 Grosvenor Gardens, London, SW1W 0BS. (Ref.: MOP/11/[illegible])

PHILIPPINES
INTERNATIONAL SCHOOL
Manila

is soliciting applications from EDUCATORS experienced in International Baccalaureate SCIENCE, ECONOMICS, Higher Level ENGLISH, University Admissions Counselling for two-year contract commencing August 1978.

Attractive salary, transportation and benefits. Applicants must be available for interview in London last week in January, 1978.

Interested parties should send letters of application and curriculum vitae airmail to: Dr. Richard H. Wendelmann, Superintendent, International School Inc., P.O. Box 323, MCC, Makati, Metro Manila D-3117, Philippines.

AUSTRIA

YOUNG GOVERNESS for boy and girl, 12 and 11, wanted in Austria.

Must be able to teach ENGLISH and supervise general homework. German not necessary.

Ability to ski and love of outdoor sport an asset.

Driving licence imperative.

Own room and top salary. Lots of travel on holidays.

Write short curriculum and state qualifications, reference required, to Mrs. S. Schwarz, 10A Chelmsley Gardens, London, NW6 1HP, for interview.

EGYPT
TEACHERS, NURSERY and "O" level PHYSICS.

Our client is the British-owned Manor House School in Cairo, whose pupils are principally from diplomatic families or British residents abroad.

We suitably qualified personnel of either sex, age is not as relevant as a love and understanding of children. The Nursery Teachers will be responsible for small classes of children aged two to eight years and the other requisite is for a Teacher of "O" level Physics and Junior-level Mathematics and English.

Salary is by negotiation and will include food and accommodation, plus return paid flight at the end of a two-year contract.

For more information and an immediate interview telephone J. Parmenter on 01-[illegible] 1500, quoting reference Number 017/JB/T.

ZAMBIA
April and September, 1978:
Challenging opportunities exist for those qualified to teach to "O" level in most secondary school subjects.

Government and church boarding schools, some salaries supplemented by British Government. Teaching couples welcome.

Teachers wishing to apply Christian principles in life and work send brief curriculum vitae and stamp for further details to Christians Abroad, 18 Tufton Street, London, S.W.1.

TANZANIA
ST. CONSTANTINE'S SCHOOL, P.O. Box 121, Arusha, Tanzania.
This internationally oriented [illegible] ... requires the following TEACHERS ... [illegible]

Please apply to the Headmaster, St. Constantine's School, Box 121, Arusha, Tanzania.

ARGENTINA
ST. GEORGE'S COLLEGE
near Buenos Aires.
HMC boarding school.
CHAPLAIN qualified to teach ENGLISH, SPANISH, and HISTORY, ... level required for March, 1978 (employment would commence January 1).
Their personality, ability to communicate well with all ages, boys and girls, and an enthusiastic approach to all essential school activities ... Knowledge of Spanish an advantage. Initial contract three years; return fares paid.
Applications, with curriculum vitae and names of three referees, by November 14 to the Headmaster's Representative: D. A. Christopher, 55 Layton Crescent, Brampton, Huntingdon, Cambs., PE18 8TT.

PARIS
THE BERLITZ SCHOOL requires ENGLISH TEACHERS for posts commencing November/December. Minimum age 23; British national only; training given.
Send postcard only for details to Mrs. Bernard, Berlitz, London W1A 4DZ.

Administration

Local Education Authority

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
SENIOR EDUCATION WELFARE OFFICER
£3,[illegible] to £3,[illegible] p.a. (including supplements)
Applications are invited from suitably experienced and qualified persons for the post of Senior EDUCATION WELFARE OFFICER. The person appointed will have overall responsibility for the coordination and supervision of a team of three Education Welfare Officers covering the Todmorden, Hebden Bridge and Sowerby Bridge areas of Calderdale. An essential car user's allowance is payable.
Applicants should have experience in Education Welfare work.
A Certificate of Qualification in Social Work would be an advantage.
Application forms and further details may be obtained on receipt of a stamped addressed foolscap envelope, from the Chief Education Officer, Alexandra Buildings, King Edward Street, Halifax, to whom completed forms should be returned by 11th November, 1977.

Education

Area Education Officer
Broxtowe Area

£6,057-£6,729 plus £312 and £208.56 supplements

The Broxtowe Area Education Office, one of eight area offices in the County, has offices at Chilwell and Eastwood and covers an area of the County to the west of the City of Nottingham with a school age population of approximately 18,900. The successful applicant (male or female) will have day to day responsibility for the administration of some sixty schools and a College of Further Education and will act as Correspondent to the Managers and Clerk to the Governors of most of them. Candidates should be graduates of a British University and have had teaching and, preferably, administrative experience with a Local Education Authority.

Generous assistance will be given with the expenses incurred in moving house in accordance with the Authority's scheme.

For terms and conditions of employment and an application form, please write including an S.A.E. to the Director of Education (ref ADM/4), at County Hall. Closing date Friday, 11th November, 1977. Please quote ref 151.

This is a re-advertisement; previous applicants may ask for their applications to be brought forward.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

HM INSPECTOR OF SCHOOLS
Special Education

Applications are invited from men and women, preferably aged between 35 and 45 for appointment as HM Inspector, with a major commitment to Special Education and the opportunity to assume wider responsibilities in this field. The work includes inspecting and advising schools, consulting with local education authorities, contributing to in-service training and working with organizations concerned with the handicapped. The major *purpose of these* and other activities is to provide professional advice to the Department of Education and Science. HM Inspectorate normally carries out these functions in relation to ordinary schools as well as in the field of Special Education, and increasing attention is being paid to arrangements for children with special needs in ordinary schools.

Candidates must have extensive knowledge of special education and have had experience, preferably in ordinary and special schools, of the education of children with visual, hearing, physical or mental handicaps, or maladjustment.

Applications will be especially welcome from those with a sound understanding of the education of children with particular handicaps who have not previously considered applying this knowledge to the work of the Inspectorate.

Sterling salary within the range £6,625 to £9,415 (higher in London), plus pay supplements as applicable. Higher posts are normally filled by promotion. Application forms (to be returned by November 25) and further information may be obtained from Miss B C Taylor, Department of Education and Science, Room 10/2, Elizabeth House, 39 York Road, London SE1 7PH; telephone 01-928 9222, extension 2237. Please quote 7/77E.

Department of Education and Science

Male Teacher
Iran–c. £12,000 p.a. tax free

We are Britain's leading Engineering Contractor and are currently building a major fertilizer complex near Shiraz in Iran. There will eventually be over 200 expatriates on-site, many with their families, and we have established a very successful primary school for their children.

We now require an additional teacher to act as Class Teacher for a group of pupils within the 10+ to 12+ age range, and to take younger pupils, if required. He must show a proven interest and experience in the teaching of Mathematics and General Science and other subjects appropriate to the age range. Candidates must be qualified, have trained in the UK, have at least six years' teaching experience, and have held a responsible position in a school. A degree is not essential but would be an advantage.

The salary, in conjunction with the local living allowance, will be about £12,000 per annum, free of Iranian tax. Other benefits include free furnished accommodation and utilities, free passages to and from Iran for the teacher and his family, UK leave with paid passages once a year for married and twice a year for bachelor status, and free primary education for children.

Please send applications with a curriculum vitae, to Oliver Sharp, quoting Reference CON II.

Davy Powergas Ltd
8 Baker Street, London W1M 1DA.
Tel: 01-486 6677
A Davy International Company

METROPOLITAN BOROUGH OF STOCKPORT
EDUCATION OFFICER
(FURTHER EDUCATION)
P.O. II (5-9) £7,064-£7,762 inc.

The post is at third tier level and the holder will be responsible to the Assistant Director (Education Establishments) for the co-ordination and control of the further Education Administrative Section. This will include close liaison with Stockport College of Technology, monitoring the changing demands for further and higher education and fostering links between schools and further education; representing the Director of Education at meetings; organisation and administration of adult and evening centres, student awards and further education inter-authority arrangements.

Applicants should have a university degree or equivalent qualification, good teaching experience, preferably in a major establishment of further education, and sound experience of educational administration at a senior level in local government. Industrial or commercial experience would be useful, but is not essential.

Application forms and further details from the Director of Education, Town Hall, Stockport, to be returned by 11th November, 1977, in an envelope marked "Confidential—Education Officer (Further Education)".

CYNGOR SIR GWYNEDD COUNTY COUNCIL

ADRAN ADDYSG

SWYDDOG ADDYSG CYNORTHWYOL
(GWASANAETHU YSGOLION)

£5,163 i £6,721 + £520 o ychwanegiad costau byw. Gwahoddir ceisiadau gan raddedigion ac eraill gyda phrofiad gweinyddol ac addysgol perthnasol. Bydd y sawl a benodir yn gyfrifol am y Gwasanaeth Prydau Ysgol, Cludiant Ysgol, Gofalwyr a Glanhawyr Ysgol, Staff Ategol Meysydd Chwarae a Thir Ysgol, ac hefyd arolygu gwaith y Swyddfa Addysg Ranbarthol yng Nghaernarfon a dyletswyddau penodol yn Rhenbarth Gorllewin Gwynedd.

Lwfans car a chymorth i brynu car. Cymorth ariannol tuag at gostau mudo ac ad-sefydlu.

Ffurflenni cais gan Swyddog Personel y Sir, Swyddfa'r Sir, Caernarfon. Dyddiad cau: Tachwedd 11, 1977.

OVERSEAS TEACHING POSTS

2 ENGLISH LANGUAGE INSTRUCTORS
(OMAN)
Ministry of Defence
Duties: to teach English and some basic Arithmetic to members of the Sultan's armed forces.
Qualifications: Candidates, single men only, should hold a university TEFL qualification and have at least 2 years' TEFL experience.
Salary: approximately £8,000 pa free of local tax.
Benefits: free accommodation, terminal gratuity, 60 days annual passage-paid leave, 3 year contract, renewable.
77 AO 143-144

HEAD OF PRIMARY DEPARTMENT
(COLOMBIA)
Anglo-Colombian School, Bogota
Independent co-educational day school of 750 pupils aged 4½-19.
Head of Primary (Second Deputy Head) required for January 1978.
Qualified teacher aged 25-35 with 3-5 years' experience in British schools.
Knowledge of Spanish essential, TEFL qualification an advantage.
Salary: Burnham scale (group 9) + ½ point.
Benefits: baggage allowance; 2 year contract, renewable. 77 PB 95

SENIOR ENGLISH TEACHER
(BAHRAIN)
Manama Boys' Secondary School (Commercial Section)
Candidates, men only, must be graduates and/or qualified teachers with experience in TEFL and use of language laboratories.
Salary: £4,233-£5,280 pa. No local taxation.
Benefits: free furnished accommodation; overseas and children's allowances.
2 year contract, renewable.
77 AS 39

DIRECTOR OF LANGUAGE TEACHING INSTITUTE
(QATAR)
Qualifications: Men only. Graduates in English or Modern Languages with Postgraduate TEFL qualification and substantial overseas experience.
Duties: to be responsible for the administration of this Government Institute and the organisation of language courses for Government employees.
Salary: £8,060 pa free of local tax.
Benefits: Free furnished accommodation; transport allowance; annual passage paid leave; 3 year contract, renewable. 77 AO 142

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

THE BRITISH COUNCIL

LONDON BOROUGH OF BARKING

EDUCATION DEPARTMENT

Chief Education Welfare Officer

Salary grade AP5 £4,422-£4,692 inclusive plus earnings related supplement. Applications are invited from men and women for appointment as Chief Education Welfare Officer.

It is expected that the person appointed will be suitably qualified and will have had experience in an Education Department relating to matters affecting the welfare of children and school attendance, including service as an Education Welfare Officer. He or she will be responsible for co-ordinating the work of 9 Education Welfare Officers, liaison with Council Departments and other agencies, involvement in Court proceedings and other aspects of the Education Committee's functions in respect of the education and welfare of children.

Application forms and further details may be obtained by sending a foolscap s.a.e. to the Chief Education Officer, Town Hall, Barking, Essex. Closing date 14th November, 1977.

Education for Design

Up to £7,800 pa

The Design Council, a Government sponsored body set up to promote the improvement of design in British industry wishes to appoint a SENIOR EDUCATION OFFICER to take responsibility for the Council's expanding educational activities. His/her prime task will be to examine critically and to assess accurately industry's needs for designers of all kinds and to interpret those needs in contact with the educational sector in such a way as to promote the provision of better qualified designers.

A good knowledge and experience are required of the way industry works, what it needs from designers, and the working and organisation of the educational sector. Specialised knowledge of engineering and/or consumer product design would be an advantage.

The salary will be in the range £6500-£7800, the starting point depending on qualifications and experience. There are five weeks annual holiday, flexible working hours and a contributory pension scheme. Please write for further information and an application form to Miss P. Beard, Personnel Officer, Design Council, 28 Haymarket, London SW1Y 4SU. Tel: 01-839 8000.

Design Council

KENT AREA HEALTH AUTHORITY

Senior Health Education Officers

(2 Posts)

Salary Scale 9: £4,008-£4,931

Plus £312 supplement and 5% of total earnings

1 Post—Delegated Responsibility for Dartford and Gravesham Health District

1 Post—Delegated Responsibility for Medway Health District

An exciting and challenging opportunity exists for persons interested in promoting Health Education activities in Kent. Candidates will probably come from an education, health, or social service related field. Emphasis will be on the formation of positive attitudes and behaviour before unhealthy behaviour is well established. Applicants must therefore be competent to advise on education and socialization for health.

Applicants should have practical experience in health or education work at a responsible level in a relevant profession. The successful applicant will be based at a Health Education Unit within the appropriate Health District.

For further details and application forms, apply to the Personnel Manager, Kent Area Health Authority, Preston Hall, Maidstone, Kent. Tel. Maidstone 79261, Ext. 34.

Closing date for completed applications: 11th November, 1977.

ADMINISTRATION

Local Education Authority continued

EALING

[illegible]

GLOUCESTERSHIRE

EDUCATION OFFICER to serve as Area Officer and Leader of a small team of General Advisers in the northern and western areas of the county.

Salary scale £7,155 per annum to £8,079 per annum, plus £301 per annum supplements (as for Head Teacher, Group 10).

Essential car user allowance.

Applicants should have a wide teaching experience and possess a relevant degree or diploma. Previous experience in educational administration will be an advantage.

Assistance with removal expenses, etc., available.

Application forms and further particulars obtainable from the Chief Education Officer (Reference ...), Room 125, Shire Hall, Gloucester GL1 2TP.

SUNDERLAND

(Borough of)

EDUCATION DEPARTMENT

SUPERINTENDENT EDUCATION WELFARE OFFICER

(£5,226 to £5,770)

Applications are invited from suitably qualified persons for the post of Superintendent Education Welfare Officer.

Good experience in educational administration is essential, particularly in the field of education welfare.

Removal expenses and temporary lodging allowances may be granted in appropriate circumstances.

Forms of application and further particulars (S.a.e.) may be obtained from the Director of Education, at the address shown below, to whom applications should be forwarded so as to arrive not later than 11th November, 1977.

L. A. Moon, Chief Executive, Town Hall and Civic Centre, Sunderland SR2 7DN.

General

BBC

requires

SECRETARY to ASSISTANT CONTROLLER, EDUCATIONAL BROADCASTING

Interesting and varied work, involving contact with the whole area of BBC Educational Broadcasting (Schools, Further Education, Open University Productions, Radio and Television), and with a wide range of organisations and agencies outside the BBC, including the European Broadcasting Union. Scope for independent action and non routine working.

First-class secretarial ability and experience and the qualities needed to make a significant personal contribution to the running of a busy office.

Salary £3,040 per annum rising by annual increments of £114 to £3,961 per annum. Plus pay supplement according to earnings. Four weeks' holiday.

Telephone or write immediately for application form to Appointments Department, BBC, London W1A 1AA. Tel. 01-580 4468, Ext. 2015 quoting 77.S.877.[illegible]

CAMBRIDGE

CAMBRIDGESHIRE COLLEGE OF ARTS AND TECHNOLOGY

INFORMATION OFFICER (A.P.4)

Required as soon as possible, to be responsible for Publicity and Public Relations work at C.C.A.T. and to edit and handle the production of a wide range of college prospectuses and other publications.

Applicants should preferably be graduates and should have relevant experience in educational administration, or publishing or public relations work. A flair for writing and some knowledge of design and print production would be valuable qualifications.

Salary on the N.J.C. A.P.4 scale: starting point £3,366, rising to £3,702 (plus £312, plus 5 per cent supplements).

Further details and forms from Chief Administrative Officer, CCAT, Cambridge CB1 2AJ. Forms should be returned by November 11, 1977.

LONDON, W.C.1

GENERAL SECRETARY

The EDUCATIONAL INTERCHANGE COUNCIL (Incorporated), 43 Russell Square, London WC1B 5DG, the national voluntary organisation promoting and assisting study visits to and from countries in West and East Europe, North and South America and Asia, requires a General Secretary to plan and organise programmes and direct the office (present staff 20). The job offers a sphere of rewarding service and some opportunities for foreign travel.

Starting salary in the region of £6,000 to £8,000 depending on qualifications and experience.

Details and application forms from the General Secretary at the above address.

NATIONAL ASSOCIATION OF BOYS' CLUBS

[illegible]

TOOTING, S.W.17

ST GEORGE'S HOSPITAL MEDICAL SCHOOL

(UNIVERSITY OF LONDON)

SECRETARY

[illegible]

Educational Psychologists

LANCASHIRE

SOCIAL SERVICES

Applications are invited for the following posts:

HEY BANK SCHOOL, Newton-le-Willows, Merseyside WA12 [illegible]

(1) Temporary EDUCATIONAL PSYCHOLOGIST—Assessment Unit

Salary £3,[illegible] to £4,754 plus annual salary supplements.

A vacancy exists for a period of fifteen months commencing on 1st October, 1977, whilst the current holder of the post attends a full-time course.

Applicants should be prepared to work with a multi-disciplinary team involved in the assessment of educational, social and emotional difficulties of boys aged 10-16 years who are either committed to the care of the Local Authority or who are remanded for reports to Court.

Application forms and further details are available from the Principal.

Closing date: 10th November 1977.

FYLDE SCHOOL, Normoss Road, Blackpool (Residential Community Home for 120 senior boys)

(2) Qualified WOODWORK TEACHER

[illegible]

Closing date: 23rd November 1977.

Examiners

THE ASSOCIATED EXAMINING BOARD

for the General Certificate of Education

Wellington House, Aldershot, Hampshire GU11 1BQ

The Board invites applications for the following posts:

1. ASSISTANT EXAMINERS in HISTORY of ART at Advanced level for 1978.

(a) Option 1/5 ... [illegible]

(b) Option ... [illegible]

Applicants should state clearly which of the specialist options they wish to be considered for.

2. ASSISTANT EXAMINER in HISTORY of ART at Ordinary level for 1978.

All applicants for the above posts must possess a degree or equivalent qualification and have had at least five years' teaching experience at the appropriate level in schools and/or further education establishments.

All applications must be received within 14 days of the appearance of this advertisement.

Application forms and further particulars may be obtained by applying in writing to the Secretary (A10) at the Board's offices.

THE ASSOCIATED EXAMINING BOARD

for the General Certificate of Education

Wellington House, Aldershot, Hampshire GU11 1BQ

The Board invites applications for the following posts:

1. ASSISTANT EXAMINERS in ART and CRAFTS at Ordinary level for 1978.

2. ASSISTANT EXAMINER in CRAFTS—PRINTMAKING at Ordinary and Advanced level for 1978.

3. ASSISTANT EXAMINER in CRAFTS—POTTERY at Ordinary level and Advanced level for 1978.

4. ASSISTANT EXAMINER in PHOTOGRAPHY at Ordinary level for 1978.

Applicants for all the above posts must possess an A.T.D., A.R.C.A., M.A., B.A., Dip.A.D. or degree equivalent qualification and have had at least five years' teaching experience in the appropriate level in schools and/or further education establishments.

All applications must be received within 14 days of the appearance of this advertisement.

Application forms and further particulars for all four posts may be obtained by applying in writing to the Secretary (A10), Art and Crafts Department, at the Board's offices.

THE ASSOCIATED EXAMINING BOARD

FOR THE GENERAL CERTIFICATE OF EDUCATION

Wellington House, Aldershot, Hampshire GU11 1BQ

The Board invites applications for the following posts:

VISITING EXAMINERS in GEOGRAPHY and ECONOMIC GEOGRAPHY at Advanced level.

Applicants must be suitably qualified and have had at least three years' relevant teaching experience.

Application forms and further details may be obtained from the Secretary (A6[illegible]) at the Board's offices.

BERKSHIRE AREA HEALTH AUTHORITY

HEALTH EDUCATION OFFICER

£4,186 rising to £5,005 per annum

Applications are invited for the post of Health Education Officer. In the first instance the person appointed will act as "locum" Health Education Officer in the Slough sector and thereafter establish a new office in the Windsor/Maidenhead sector.

Applicants should have appropriate academic or professional qualifications in the teaching, health visiting or communications field and if no specialist diploma is held the successful applicant should be prepared to undertake the course of study.

Further information from the Area Health Education Officer, telephone Reading 861477.

Application forms and job descriptions from the Area Personnel Officer, Berkshire Area Health Authority, Great Western House, Station Road, Reading. Telephone Reading 586181, extension 269. Closing date November 4, 1977.

Cyngor Sir DYFED County Council

Applications are invited for the following post:

EDUCATION DEPARTMENT

AREA EDUCATION OFFICER

EDN.45—ABERYSTWYTH

Grade: P.O.2(B) £6,398-£7,074 plus £312 per annum salary supplement and the July, 1977, Pay Award. Applicants should be graduates of a British University and have appropriate teaching and administrative experience. Applicants must be able to speak and write Welsh to a high standard.

Application forms, returnable by 11th November, 1977, and other details are available on receipt of a stamped addressed envelope from the Director of Personnel and Management Services, County Hall, Carmarthen.

Canvassing directly or indirectly will disqualify.

EDUCATION DEPARTMENT

ASSISTANT DIRECTOR OF EDUCATION (SECONDARY)

PO2(6-10) £7,041-£7,719 + £208.56 pa Supp

This is a senior managerial post in the Education Department with responsibility for the administration of secondary education.

Applicants must be graduates with both teaching and relevant administrative experience.

Further particulars and form of application (to be returned by November 18) are available from the Director of Education, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN

St Helens METROPOLITAN BOROUGH

TRAINEE CAREERS OFFICERS

£2,749-£3,172

Train for a worthwhile career helping young people to choose careers, select further education courses and get suitable jobs.

Applicants should have a degree or equivalent qualification and have had a minimum of two years' gainful employment since graduating or be an older candidate with substantial successful employment experience.

We provide induction training followed by a year's full-time training course, at a polytechnic—paying your training expenses. On completion of training salary rises to £3,342 to £3,952 with good prospects of promotion.

Further details and application form from County Education Officer, County Hall, Kingston upon Thames KT1 2DJ. Tel.: 01-546 1050, ext. 3483. Closing date 10 days from appearance of advertisement.

SURREY COUNTY COUNCIL

H.M. Inspector of Schools

Higher and Further Education

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as H.M. Inspectors to work mainly in the field of higher and further education, excluding universities. All H.M.I.s undertake general duties as well as specialist work. Candidates should therefore have an interest in higher and further education generally and not only in the specialist areas listed below.

Agriculture

The agricultural specialist will be concerned with maintained and direct grant institutions which provide courses of further and higher education in agricultural subjects including commercial and amenity horticulture, forestry and the rural environment. Applicants should have relevant qualifications and experience.

Business Studies

Applicants should have good academic qualifications in economics and substantial experience of teaching economics at an advanced level in further or higher education. A period of employment outside the teaching profession would be an advantage.

General Education

Applicants should have varied experience in the general and vocational education of young people over 16. Their academic qualifications may be in the humanities, the social or physical sciences, or in technology. Experience of curriculum development and of general/liberal studies would be an advantage.

Home Economics and Allied Subjects

Applicants should have a degree or diploma in home economics or a related area together with experience of teaching in further or higher education. Relevant industrial experience would be an advantage as the work will involve all aspects of home economics at craft, technician and professional level.

Social Sciences

Applicants should have a degree in sociology or the social sciences, or qualifications and experience in social work, and have relevant teaching experience in further or higher education. An interest in the social education of young people would be an advantage.

Starting salary within the range £6,625 to £9,415 (higher in education) plus pay supplements as applicable. Higher posts are normally filled by promotion. Application forms (to be returned as soon as possible) and further information may be obtained from Miss B. C. Taylor, Department of Education and Science, Room 10/2 Elizabeth House, 39 York Road, London SE1 7PH, telephone number 01-928 9222, extension 2237. Please quote 6/77E.

DEPARTMENT OF EDUCATION AND SCIENCE

Education in a different dimension.

A lot of educational jobs can be fairly predictable and routine. The job of an RAF Education Officer is neither of these.

Maybe we can tell you why.

In the first place an Education Officer in the RAF, whether a man or a woman, is in a very responsible position because the Service has a crucial job to do. The maintenance of the highest standards of training is imperative. Our existence might depend on it.

Secondly, there is the nature of the job itself. The RAF is a big organisation, of over 80,000 people. It is also a committed organisation. The people in it are there because they choose to be. As an educator you will find yourself dealing with people who really want to learn.

Your work may range from the instruction of young apprentices to the tuition of university graduates undergoing officer training at an RAF college. At all levels it is a satisfying experience. Teaching, however, is only part of the job. You will also be dealing at management level with the organisation of further education at home and overseas and with the improvement of training courses and methods. This will involve administrative work in liaison with outside specialists and officers of all branches of the Service.

You will find the work most rewarding and a useful background for civilian teaching. If you are looking for a worthwhile job where your contribution is truly valued—give thought to the RAF.

You may choose to spend 4, 5 or 6 years in the RAF with a chance of longer engagement to the age of 38 or for 16 years. And, if you are considered good enough, there are opportunities for service to the age of 55.

If you are interested, post this coupon now to Group Captain H. E. Boothby, OBE, ADC, BA, RAF, Officer Careers (949 416/9) London Road, Stanmore, Middlesex, HA7 4PZ.

ONLY SO MANY CAN BECOME THE FEW.

Please send me information about a career as an Education Officer in the RAF.

Name________

Address________

Date of Birth________ [illegible]

(Formal application must be made in the UK)

With this coupon please enclose, in confidence, a brief curriculum vitae. You should be a graduate, preferably qualified to teach.

EXAMINERS

Appointments continued

THE ASSOCIATED EXAMINING BOARD

for the General Certificate of Education

Wellington House, Aldershot, Hampshire GU11 1BQ

The Board invites applications for the following posts in connection with the June, 1978, examination:

1. ASSISTANT EXAMINERS in Ordinary level SOCIOLOGY

2. ASSISTANT EXAMINERS in Ordinary level GENERAL PRINCIPLES OF ENGLISH LAW

3. ASSISTANT EXAMINERS in Advanced level GENERAL PRINCIPLES OF ENGLISH LAW

4. ASSISTANT EXAMINERS in Ordinary level GOVERNMENT and POLITICS

5. ASSISTANT EXAMINERS in Advanced level GOVERNMENT and POLITICS

Candidates should be of graduate or equivalent status and have had at least four years' teaching experience of the relevant subject to the appropriate level.

Further details and application forms may be obtained from The Secretary (A9) at the Board's offices, to whom completed application forms must be returned within two weeks of the appearance of this advertisement.

THE ASSOCIATED EXAMINING BOARD

FOR THE GENERAL CERTIFICATE OF EDUCATION

Wellington House, Aldershot, Hampshire GU11 1BQ

The Board invites applications for the following posts:

VISITING EXAMINERS in DRESS and DOMESTIC SCIENCE at Advanced level.

Applicants must be suitably qualified and have had at least three years' relevant teaching experience.

Application forms and further details may be obtained from the Secretary (A6) at the Board's offices.

LONDON

UNIVERSITY OF LONDON

UNIVERSITY ENTRANCE AND SCHOOL EXAMINATIONS COUNCIL

GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Council invites applications for the following vacancies:—

MODERATORS

ENGINEERING SCIENCE from 1 January, 1978: responsible for all levels.

GEOGRAPHY (Advanced level) from 1 August, 1978.

GEOGRAPHY (Ordinary level) from 1 August, 1978.

Applicants should be graduates of both appropriate qualifications and be between the ages of 25 and 65. Recent teaching and G.C.E. examining experience would be an advantage.

Application forms and particulars of remuneration, conditions of appointment and duties may be obtained from the Secretary to the University Entrance and School Examinations Council, University of London, [illegible] Street, London WC1E [illegible], to whom completed forms should be returned not later than 25 November, 1977.

Applicants should state post and enclose an addressed foolscap envelope.

Librarians

SHEFFIELD

HOPE VALLEY COLLEGE, CHARTERED LIBRARIAN

Wanted to start January 1978. CHARTERED LIBRARIAN to take charge of college library and resources centre. Part-time library and clerical assistance available. Salary Librarian S ale.

This village college, in the heart of the Peak District National Park is a combination of comprehensive school and community centre providing for the educational, social and recreational needs of a large rural area.

Further details available from the Warden, Hope Valley College, Hope, Sheffield, to whom letters of application naming two referees should be sent not later than 11th November, 1977.

Ancillary Services

AVON COUNTY

THE DEAN FIELD STUDIES CENTRE

Parkend, Lydney, Gloucestershire

RESIDENT MATRON/HOUSEKEEPER

Required immediately. 40 hours per week.

Salary scale: DCCO II £2,277 to £2,691 plus £312 per annum supplement and Phase II pay award. Less £311 per annum residential emolument.

Further details and application form returnable by 15th November, from Director of Personnel (Tel. Bristol 290[illegible]), P.O. Box 11, Avon House, The Haymarket, Bristol, BS99 7DE.

Please quote ref. No. [illegible]

CUMBRIA

EDUCATION COMMITTEE

CARLISLE SPORTS CENTRE

Applications are invited for the post of ASSISTANT MANAGER of this flourishing Sports Centre. Salary scale Lecturer Grade I, £2,913 to £4,869.

Further particulars and application forms from the Assistant Director of Education, Civic Centre, Carlisle, to be returned by November 14th, 1977.

WILTSHIRE

ST. MARY'S SCHOOL, Calne, Wilts. SN11 0DF

ASSISTANT MATRON required as soon as possible. No catering or nursing duties.

Apply to the Headmistress.

Miscellaneous

AFRICA

SALES EXECUTIVE

AFRICA AND CARIBBEAN DIVISION

Longman Group Limited have an immediate vacancy for a SALES EXECUTIVE in their Africa and Caribbean Division. [illegible] Sales Executive will be responsible to the Regional Sales Manager for dealing with customers in Africa and the Caribbean and for liaison with "in house" departments and overseas managers and representatives over all sales and marketing matters. Some overseas travel will be required.

Candidates must have been educated to "A" level or equivalent standard. Previous experience in the export sales department of an educational publisher and/or some teaching experience in Africa or the Caribbean would be a definite advantage.

For further details and an application form please contact:

Mrs. S. Etherington, Assistant Personnel Manager, Longman Group Limited, Longman House, Burnt Mill, Harlow, Essex. Tel.: (0279) 26721.

DORSET

COUNTY COUNCIL

SOCIAL SERVICES DEPARTMENT

WARDEN (MALE OR FEMALE) FOR SHELTERED HOUSING

If you are looking for: The chance to participate in the Department's progressive resettlement programme; A challenging, secure and worthwhile job with flexible working hours; A modern three-bedroomed flat in Bournemouth for you and your family.

Then we can offer these to a practical person with the personal qualities to support people in the basics of daily living in this new sheltered housing project.

Salary within Grade Misc. III, £2,182 by increments to £2,[illegible] (inclusive of supplements) less £7.52 a week rent for accommodation.

Application form returnable by 18 November, 1977, and further details from Director of Social Services, County Hall, Dorchester (telephone Dorchester 3131, extension 4330). Please quote reference SSD 6[illegible].

REDBRIDGE

(London Borough of)

BRASS TEACHER

A vacancy exists for a part-time TEACHER of BRASS INSTRUMENTS. The post involves teaching small classes and there is opportunity for performance in the staff/student orchestra. Additional teaching of individual pupils, under the authority's talent award scheme is also possible.

Burnham Scale 1 for qualified teachers plus London Allowance and Supplements or Instructor Scale £2,619 to £3,658 (inclusive) pro rata for part-time.

Application forms available from and returnable to: The Chief Education Officer, London Borough of Redbridge, Lynton House, 255/259 High Road, Ilford, Essex IG1 1NN.

BEDFORDSHIRE

EDUCATION COMMITTEE

Required for January, 1978 — full-time, qualified, PERIPATETIC INSTRUMENTAL TEACHERS for:

(1) WOODWIND, clarinet mainly, but ability also on Oboe and/or Bassoon an advantage.

(2) PERCUSSION.

Ownership of car essential. Travelling and subsistence allowances paid.

Application form and further particulars obtainable from D. P. J. Browning, MA, Chief Education Officer, County Hall, Bedford.

STRATHCLYDE REGIONAL COUNCIL

DEPARTMENT OF EDUCATION

DUNBARTON DIVISION

SENIOR PSYCHOLOGIST

Applications are invited from educational psychologists who are registered teachers and have at least two years' experience in the field of Child Guidance and/or Educational Psychology for this post in the Child Guidance Service. Salary will be in accordance with the Scottish Teachers' Salaries Memorandum.

Application forms may be obtained from the Divisional Education Officer, Dunbarton Division, Regional Offices, Crosslet, Dumbarton G82 3PU, to whom they should be returned by Friday, November 11, 1977.

Edward Miller, Director of Education.

EDUCATION DEPARTMENT

City Care Project—an alternative to Residential Care

Educational Psychologist

£6,021 to £7,161 (including supplements)

Commencing in October, 1977, the Coventry Social Services Department pioneered a new project as an alternative to residential care. Twenty young people assessed for placement at community home schools will instead continue to live at home and attend their normal school or place of work but in the evenings, at weekends and in school holidays will participate in a planned programme of activities. This programme will include tasks of a community service nature, creative activities, individual and group counselling, family therapy, etc. The staff of the project will consist of a Project Leader, 3 Social Workers, a Group Worker, an Educational Psychologist and Clerk. The Educational Psychologist will be responsible professionally to the Principal Educational Psychologist but will be seconded full time to the Project and for day to day matters will be responsible to the Project Leader. Duties of the post will include liaison with schools and full involvement with the activities of the Project. The experiment will be the subject of research.

The Educational Psychologist will be subject to a 37 hour week but this will include evening and weekend work. Applications are sought from Educational Psychologists with drive, commitment, initiative and the ability to work outside conventional settings.

Application forms and further particulars from the Director of Education, Council Offices, Earl Street, Coventry. Tel: 25555, ext. 2292.

Returnable within 14 days of appearance of this advertisement.

coventry

RoSPA

The Royal Society for the Prevention of Accidents

Road Safety Education Project Officer

A project concerning road safety education in Wales, sponsored by the Welsh Office, is to be undertaken by RoSPA in Wales and a vacancy exists for a Road Safety Education Project Officer within that organisation at their Cardiff office.

Road safety education is a rich and large untapped field and the successful applicant will have wide and varied opportunities to develop, promote and assess the subject, with particular reference to the Welsh language, in schools and colleges of education. Travelling will be involved.

Candidates will preferably have had direct experience in some aspect of safety education and a knowledge of the Welsh language is desirable.

Initially the appointment will be to 31 March, 1979, but this will be reviewed with the possibility of an extension. Remuneration will be on Burnham Scale 3 and secondment terms can be arranged if necessary with a LEA.

Further particulars and application form can be obtained from the Director for Wales, The Royal Society for the Prevention of Accidents, 23 Newport Road, Cardiff, CF2 1AA, quoting reference RSEPO within 10 days.

UNEMPLOYED TEACHER?

Thinking about a change of career?

As a fast-expanding, long-established, international company, The Imperial Life Assurance Company is seeking two people with ambition and a desire to be successful. We offer a salary up to £3,500 plus considerable bonuses. Income in first year between £6,000-£7,000. If you are aged 20-40 years, resident in London, and would like to discuss your future, telephone:

Stanley Blitz 580 0811 (office)
349 9618 (home)

SENIOR PUBLISHING APPOINTMENT

A vacancy occurs for an executive in Educational Publishing with experience of all round teaching/editing or writing of text books. This is a post in which the successful applicant will be expected to assume director status within a short period. Age level 35/45. Commensurate salary and fringe benefits.

Apply in confidence to Managing Director, Hulton Educational Publications Ltd., Raans Road, Amersham, Bucks.

RECREATION DEPARTMENT

CHIEF SWIMMING COACH/ORGANISER

PO 1-8 (£4,353 to £5,253) plus £312 p.a. supplement plus up to £303 p.a. supplement.

Applications are invited from fully qualified A.S.A. coaches suitably experienced to develop and encourage an intensive and continuous swimming training programme at all levels.

This is a new and challenging position in a city with ten public and six school swimming pools and the successful applicant will be expected to co-operate and liaise with schools, swimming clubs and other associated bodies to provide an expansion of the present training facilities.

Assistance with removal and other expenses, where appropriate, are payable.

Application forms and further details available from Director of Recreation, 7 Saville Place, Newcastle upon Tyne NE1 8DQ.

Closing date November 11, 1977.

City of Newcastle upon Tyne

LONDON BOROUGH OF BARNET
Borough Engineer and Surveyor's Department

Swimming Development Officer/Coach

Grade AP. 5. Salary £4,110 to £4,380 per annum inclusive of London Weighting plus a supplementary allowance of £312 per annum and pay award effective from July 1, 1977, plus 12½ per cent shift pay and enhanced rate for week-end working.

This is a new post and the appointment will be for an initial trial period of not exceeding two years, dependent on the success of the scheme. The successful candidate will be responsible to the Baths Manager for the development of all aspects and disciplines of swimming.

The person appointed would coach the advanced training group and should, therefore, possess a sound knowledge of coaching and training methods, with certificated proof in the form of an A.S.A. Coaches Certificate.

A diploma in physical education would be an advantage.

Further particulars and application form from the Borough Engineer and Surveyor's Department, Gateway House, 322 Regents Park Road, Finchley, London N3 2LP, which should be returned by November 14, 1977.

MISCELLANEOUS Appointments continued

HAMPSHIRE. BASINGSTOKE SPORTS CENTRE RECREATION OFFICERS. Applications are invited for two new appointments at this large indoor sports complex. Duties include coaching and supervising a wide range of activities. Some management responsibilities. Practical experience in other centres, schools or H.M. Forces desirable. Persons appointed must be prepared to work unsocial hours. [illegible] SENIOR RECREATION OFFICER [illegible] RECREATION OFFICER [illegible] Application forms and further details from the Director, Basingstoke Sports Centre, Town Centre, Basingstoke. S.A.E. for reply please. Closing date for applications is Friday, 11th November.

NORFOLK COUNTY COUNCIL EDUCATION DEPARTMENT CENTRAL AREA PERIPATETIC TEACHER of OBOE and BASSOON—Scale 3. Applications are invited for the post of peripatetic teacher of the oboe and bassoon in middle and secondary schools in Central Area. There may also be some time and tuition teaching. A Scale III post is available to the successful candidate whose responsibilities will include assisting with the Music Centre orchestras. The holder of the post will be responsible to the Senior Music Adviser and will be expected to reside in the Central Area which is the largest of the administrative areas. Travelling and subsistence expenses will be paid in accordance with the County Council's scale. Application forms and further details from the Area Education Officer, Gladstone House, St. Giles Street, Norwich, NR2 1LQ.

ENGLISH AS A FOREIGN LANGUAGE

Representation, free-lance basis, world-wide, sought by Government approved London-based ENGLISH LANGUAGE SCHOOL. Groups or individuals earn a commission of 15 per cent on published fees. Please write in confidence. Write Box TES 2940, The Times WC1X 8EZ.

LONDON, W.1 The Savoy Training Centre requires an experienced (two to three years) ENGLISH TEACHER to teach English between 3.30 and 7.30 p.m. four days per week to foreign staff employed in hotels and restaurants. Salary negotiable. Please telephone 01-[illegible].

EAST Community Action requires full time workers as part of team working in Advice centre, hostel, playgroup and other projects.—Write to EAST, 17 Woodford Road, E.7.

SOAPBOX Community Theatre require performers for work in East London. Musical ability an advantage.—Write to S.A.S.T., 17 Woodford Road, E.7.

Outdoor Education

CITY OF BIRMINGHAM EDUCATION DEPARTMENT

PERIPATETIC TEACHER with responsibility for Outdoor Pursuits (Scale 2)

TEACHER with interest in mountain activities to accompany boys and girls attending residential courses at Blowen College Outdoor Pursuits Centre, Snowdonia. Educational, residential and pastoral duties. Opportunity to gain experience in mountain leadership.

Applicants for a temporary Scale 1 appointment will be considered.

Application forms and further details from Chief Education Officer, Staffing Branch, Margaret Street, Birmingham B3 3BU. Forms should be returned to the same address by Monday, 7th November, 1977.

LAKELAND TRAINING GROUP

PART-TIME AREA EDUCATION CONSULTANTS required to promote a developing Outdoor Education Group. Good commission paid.

Further details in confidence from the Director (TES), Lakeland Training Group, Hill, Cartmel, Grange-over-Sands, Cumbria. Tel. Cartmel (04484) 437.

English as a Foreign Language

OVERSEAS REPRESENTATIVES FOR SCHOOL OF ENGLISH

Enquiries are invited from companies or individuals who are interested in representing a growing School of English situated on the South Coast. High rate of commission. Please write, enclosing personal or company details. Write Box TES 3039, The Times WC1X 8EZ.

Appointments Wanted

EXPERIENCED, youngish master, deputy head (school closed), seeks housemastership or similar, indep. or prep. in 1978. Hist., Eng., langs., good games. Phone: Beccles 713473.

MATHS/SCIENCE, male graduate, long experience Secondary/Special Schools, requires temp. post, residential preferred, in North.—Write Box TES 3055, The Times, WC1X 8EZ.

QUALIFIED TEACHER, member of Institute of Administrative Accountants, 2 years experience with Accountants, seeks position with Bursar. Residential or reasonable travel from Christchurch. Write Box TES 3053, The Times, WC1X 8EZ.

TEACHER, 31, male, Cert.Ed., desires post in private school. Special I in Art, Art History, could also teach some junior History and English; wide interests, good references available.—Write Box TES 3036, The Times, WC1X 8EZ.

TYNDALE TEACHERS Terry Ellis and Brian Haddow are alive and well and looking for work. Anything legal considered. Phone 01-[illegible].

Educational Courses

LONDON, W.C.1

YOUTH AND COMMUNITY

CEWC 33rd ANNUAL CONFERENCE FOR YOUNG CITIZENS, January 3rd-6th, 1978, INSTITUTE OF EDUCATION, UNIVERSITY OF LONDON W.C.1

The purpose of the conference is to consider ways in which young people can influence the society in which they live by their involvement in politics, statutory and voluntary organizations and practical service.

Speakers include Oragellah Nelmen, Assistant Director General UNESCO; Dr. Alec Dickson; Ed Heiman; Nicholas Stacey; Nicholas Hinton; Lewis Chase, and representatives of UN and voluntary agencies, youth organizations; and M.P.s from Westminster and Europe.

Participants will have a choice of workshops on Voluntary Service, Development, Violence and Non-violence, Political Pressure Groups, Race and the Media. There will also be films, drama and a disco.

Some residential accommodation available. Programme and application forms from CEWC, 43 Russell Square, London WC1B 5DA.

NORTHUMBERLAND

NORTHUMBERLAND COLLEGE OF HIGHER EDUCATION Ponteland, Newcastle-upon-Tyne NE20 0AH

COURSES FOR TEACHERS 1977-78

There are still a few vacancies for the following one-term full-time courses. Applications are invited from TEACHERS in post or qualified teachers hoping to return to teaching in the future.

NURSERY EDUCATION

Spring and Summer Terms 1978

The course is designed as a conversion refresher course for qualified teachers wishing to work with children in nursery schools, classes or units.

THE EDUCATION OF CHILDREN IN FIRST SCHOOLS

Spring Term 1978

The course will examine the distinctive contributions and direction of First Schools in relation to the children, the teacher, the organization and the curriculum.

FIELD STUDY LEADERSHIP

Summer Term 1978

The course aims to prepare teachers to take responsibility for the organization, practice and interpretation of field studies of an interdisciplinary nature, with reference to the nine to 16 age range.

COURSES FOR TEACHERS 1978-79

The following courses are offered with details as shown above:—

NURSERY EDUCATION

Autumn Term 1978

THE EDUCATION OF CHILDREN IN FIRST SCHOOLS

Spring Term 1979

All the above courses are approved by the Department of Education and Science for the purpose of secondment on salary.

Further details of all these courses and application forms returnable as soon as possible, obtainable from the Principal.

T.E.F.L. COURSES

Linguarama Ltd., will be holding a one week course in the Teaching of English as a Foreign Language from 17-23 December, 1977.

The course is residential and candidates should possess a University degree or Teaching Certificate (or similar qualification).

A number of teaching posts in Portugal, Spain, England, Japan, Finland, Greece, Brazil, Germany and Italy may be available for successful trainees for the academic year 1978-1979.

Courses are conducted by Direct Method experts. The fee will be £90.00 plus V.A.T. and includes instruction, teaching manuals, private room and all meals as well as the use of recreational facilities.

The Autumn Evening Courses are now full and further ones will be organised for the Spring in the near future.

For further information please write to Linguarama Ltd., 62 Pall Mall, London, S.W.1. Attention: Staff Manager, T.E.F.L. Courses.

TELEVISION AND THE STATE

This weekend school, which is one of a series organized by the Society for Education in Film and Television, will consider the relationship between the state and the television apparatuses, the constraints that this places on the meanings produced by television and the possibilities for oppositional work within the apparatuses. Particular attention will be paid to the Annan Report, television within education and notions of "impartiality" and "neutrality" within broadcasting.

The school will be held in London (non-residential) on November 11/12/13, and the fee is £4.00.

Details and application forms from SEFT, 29 Old Compton Street, London W1V 5PL. 01-734 5455/3211.

ENGLISH Language School. Holiday residential courses for overseas students.—Middleton Lodge, Banbury 3220 (Oxfordshire).

Awards and Scholarships

BRIGHTON ST. MARY'S HALL BN2 5JU. An Independent C. of E. School for Girls. TWO OPEN SCHOLARSHIPS value of 50 per cent of day fees awarded to girls aged 11-plus or 13-plus on 1 September, 1978, on the result of an examination to be held in February 1978. Candidates for 13-plus sit the Public Schools Common Entrance Examination in February prior to taking the test. Applications supported by recommendations should reach the School Secretary by 15th November, 1977. Prospectus sent on request.

DORSET BRYANSTON SCHOOL Blandford, Dorset. ENTRY SCHOLARSHIPS. Up to Fifteen Academic scholarships, ONE ART and FIVE MUSIC scholarships, ranging in value up to ¾ of fees will be offered to boys and girls under 14 on June 1, 1978. Further information can be obtained from the Headmaster's Secretary.

OXFORD NEW COLLEGE CHOIR Voice Trial on Saturday, January, 1978, for boys between 8 and 9½. Free board and tuition fees for choristers at New College School. Normal school days. Particulars from the Headmaster, New College School, Savile Road, Oxford.

SUSSEX S. MICHAEL'S BURTON PARK Petworth (Girls' Independent Boarding School of the Woodard Corporation). In 1978 OPEN SCHOLARSHIP EXAMINATIONS. In General Subjects and in Music, will be held during the week beginning January 30. Entry forms should be received before December 15. For these forms and other particulars, please apply to the Secretary.

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you can well imagine the variety of opportunities open. Your starting salary will be £2,620 plus commission (paid monthly) with increases by Union agreement and on merit. In your first year you'll have three weeks' paid holiday, then four weeks thereafter. We work a five-day 9am to 5 pm week.

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Textile Trade Publications Ltd
20 Soho Square, London W1

AUDIO VISUAL PRODUCER

Longman Group Limited has a vacancy for an Audio Visual Producer who will be responsible for the production of tapes, records, filmstrips and other media as required by the publishing divisions.

The successful candidate will be closely involved in the technical and creative aspects of production but he or she will also be required to look after all production control processes and the financial and general administration connected with each project.

Candidates will have a good education, preferably to degree level, will be aged 25-35, and will have previous experience in audio visual production.

For further details and application form, please write or telephone:

Frank Webster,
Personnel & Training Officer,
Longman Group Limited,
Pinnacles,
Harlow, Essex CM19 5AA.
Tel: Harlow (0279) 29655

Longman

Personal

Announcements

A PRIVATE ADVANCE £25 UPWARDS arranged without security or delay [illegible] 01-[illegible].

AGENCY REQUIRES TUTORS in ALL MAIN SCHOOL SUBJECTS. TEACHERS and HEADMASTERS required for part-time home tutorial work throughout Great Britain. For details and application form send for stamp S.A.E. to PERSONAL TUITION (Dept. [illegible]), [illegible].

BOURNEMOUTH

Representation world-wide sought by new Language School specializing in Japanese. Small groups, or individual coaching, a speciality. Hotel or family accommodation available as required. Apply Brodie, The Dorchester Hotel, 64 Lansdowne Rd., South. Telephone: [illegible] after 6.30 p.m.

EMIGRATE WITH BREWER & TURNBULL

Free quotations and unbiased advice on all aspects of overseas removals. Special terms to the teaching profession. Write to Brewer & Turnbull, Freepost, [illegible] or contact your local office through Yellow Pages.

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ARE YOU A secretary with a sense of humour? We require someone who likes working in a small office and is interested in the production of educational materials. Would suit teacher who is organised and is able to type and spell.—Ring 01-[illegible].

CAREER teacher? Get a degree by correspondence methods.—S.A.E. Albany Educational, [illegible].

CHILDREN and the Stables at War—best of broadcast talk by [illegible]. Send £[illegible] in stamps. [illegible].

COSTUME HIRE for Gilbert and Sullivan. Over 50—Star Costumes, 78 Fins Rd., Clapham, London SW4 [illegible].

GRAMOPHONE records professionally produced from your tapes of own [illegible]. [illegible] Cathedral Sound, Morris Lane, Halsall, Ormskirk, Lancs. [illegible].

IMMEDIATE mortgages available. Up to £20,000, up to 95 per cent of purchase price, up to 2½ times annual income (or 2 times joint incomes).—Telephone [illegible].

JOB-HUNTING? Professional preparation of application letters and curriculum vitae, S.A.E. for details. [illegible] Box TES [illegible], The Times, WC1X 8EZ.

LAW · ACCOUNTANCY · ENGLISH Graduate to type thesis, etc. sub-edit and drive. £40 a week plus own bed-sit, plus commission.—Write 21 Oakbury Road, NW6 2NN. A great job!

MAXIMUM mortgages for teachers. Advice for young teachers planning ahead. Remortgages and secured loans available.—[illegible] London [illegible].

MAKE WRITING Your Hobby. The "writer" you've always meant to be. [illegible] London School of Journalism, [illegible] Hertford St., Park Lane W1Y 8HE. Tel 01-[illegible]. There are 151 students all over the world.

SHIRTS and sweat shirts printed for your school, college, club.—Send stamped addressed envelope to R. M. Prints, P.O. Box [illegible], Sussex. Telephone [illegible].

WRITE and sell Children's Stories. Mail tuition. Sales assistance. Free booklet.—Children's Features (T.S.), 57 Bridge Street, Manchester M3 3BQ.

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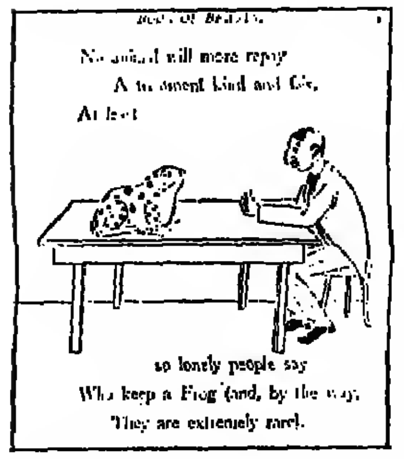
When we were very young

Audrey Laski visits an exhibition of children's books at Bethnal Green



From The Bad Child's Book of Beasts, *by Hilaire Belloc.*

On the way in, you are flanked by a massively more than frog-sized Jeremy Fisher and a Dalek: three-dimensional images, presumably, of what has caught the young imagination at the two ends of the 100 years spanned by *After Alice—One Hundred Years of Children's Books*, an exhibition at the Bethnal Green Museum of Childhood to celebrate the centenary of the Library Association.

I am not sure if we are supposed to make any assumptions about changes in children's sensibility as reflected in the movement from a frog in human clothes to a menacing metal box: probably not, since the makers of the exhibition have taken some pains to avoid value judgments in their choice of material for display. There are examples of whatever has been popular in its time, so that the same case holds comic animals, specimens of standard school stories and books which have won critics' awards. This is as it should be, because it mirrors the bookshelves of a lucky child; the youngster for whom reading is a pleasure is almost always omnivorous, enjoying comics and classics and shifting from one to another without the multiple embarrassments felt by adults caught reading "trash" or "heavy stuff". Recognizing my own childhood delights meant *Pip, Squeak and Wilfred* and *Beano* as well as A. A. Milne and Arthur Ransome.

This is not to say that value judgments are absent from the exhibition; there are quite a lot of them in the little notes on each exhibit which, probably because of the problems of summing up the qualities of books in a very small compass and in clear language, seem rather prim and simplistic. Indeed, I was altogether a little worried by the actual presentation of the excellently assembled material; in some ways it was very pleasing, with many of the books open at exciting pages, so that one could get a flavour of the book, and it seemed likely that many young visitors would be stirred to charge off to their libraries and demand books they might otherwise not have met. But there was no public statement of the principles on which the books had been chosen and arranged, no hand-out that would start the visitors thinking, only a catalogue (which at £2 would certainly not be bought by children) and those pedantic little tickets which seem to lack any flavour of enthusiasm.

In many ways this exhibition suffers from its virtues. Because so many comic annuals are opened to reveal Keyhole Kate or The Curse of Vishnu, it is the more maddening to see only the unrevealing cover of *Eagle*; since it was an attempt at something new in boys' magazines we really need to get a glimpse of its contents to be able to make comparisons. Again, it was deeply frustrating to have the excitement of seeing artists' and writers' originals beside the printed version for just Ardizzone and the Reverend W. Awdry; these were so thrilling in themselves and for what they might say to children about the value of their own writing and painting that I was greedy for more and felt a chance had been missed.

Cover of The Magnet Library, volume 10, number 140.

And, of course, the more comprehensive the display, the more conscious one feels of omissions, though no doubt all are explicable: Charlotte Yonge (the best work predating 1877?); John Masefield (am I alone in thinking *The Box of Delights* the peak of Children's Hour adaptations?); Peter Dickinson and Diana Wynne Jones (too recent?—but this is 1977); nothing seems to explain the disappearance of Dr Doolittle. The Famous Five: Enid Blyton is represented, but only by Noddy; the early children's verse [illegible].

But it is ungrateful to carp; there are so many and such delightful pleasures here. Around the walls are examples of the book illustrator's art, including some stunning Dulacs and Robinsons; sketches by Beatrix Potter and E. H. Shepard have the marvellous life of the unfinished, the four sketches of Eeyore, especially his tail, being particularly pleasing; and there is a curious charm in the mis-spellings in the hand-lettered titles to Kay Nielsen's exquisite fairy-tale pictures.

At the other pole, I could not resist any of the cartoons. The one I enjoyed most was a single frame from the *Beano* (circa 1961), showing a gang of inventively anarchic children integrating a public library. It [illegible] careful picture-reading not to miss any of the appalling, marvellous details; it is immensely invigorating because the librarians are fighting back and everyone is having fun. Above all, choosing that page to display in a Library Association exhibition shows the adult humour that children's humour grows into [illegible] proper cherishing. The sight made me feel optimistic.

I have been looking again at the figures for children's reading published last week. The pessimist says his glass is half-empty, as 36 per cent of 14-year-olds do not read; my glass is half-full, as 64 per cent of 14-year-olds do and children's books are alive and well and on display until January [illegible] at Bethnal Green.

Theatre

Beyond the Pale

John Peter reviews 'The Plough and the Stars'

The first point about Sean O'Casey's *The Plough and the Stars* (National Theatre; Olivier) is that Bill Bryden's production is rather better than the play. The second is that both are better than the stage on which the thing is performed.

To deal with the second matter first: I cannot think what possessed the directorate of the National Theatre when they chose to put this play on to the vast expanses of the Olivier. Everything about *The Plough and the Stars* is small except its message and its emotional force: and that emotional force hits you with such strength precisely because it emerges from the dingy surroundings O'Casey created for it. Claustrophobia is an essential quality of O'Casey's early plays. I know that Act One is set in a house that was once "wide, spacious and lofty"; but the stage directions clearly show that it has been invaded by poverty and made to feel small by cheek-to-jowl living.

Bill Bryden has done wonders in making the play effective: he has achieved this by making his players concentrate on each other rather than on the audience or on the theatricality of the occasion. I mean this as a very big compliment indeed: O'Casey's plays in general and this one in particular are full of gorgeous temptations for the rhetorically-minded actor, and it is a pleasure to see them resisted with such intelligence and with so much benefit to the play.

This production is best where O'Casey himself is best: in its moments of harsh realism and cranky humour; and in its essential Irishness, which consists in being at once bizarre, tough and emotional. (Remember that Beckett is an Irishman too.) The play's weakness lies in its self-love. O'Casey's scenes seem unable to end: what you think must surely be a powerful finale is followed, time and again, by yet another outburst of anguish.

Even Susan Fleetwood, so excellent throughout the play, is finally defeated by the mad-scene. I have seen her play a first-rate Ophelia and can testify that she has quite enough control at her command to handle a scene like this. The fact is that, as the play goes on, O'Casey's sturdy, objective humanism is swamped by his sense of pity and melodrama. Anyone is welcome to make me cry if they can, but it does nobody any good to watch a playwright weep openly at the fate of his characters. And the miracles Bryden has worked with the play do not include a complete defeat of the sheer size of the stage where naked emotion, so effective in a small theatre because so much more easily and economically shown, seems either lost or artificial or both.

A glance at the cast list shows that, when it comes to playing Irishmen, even the largest of our theatrical giants needs to import Irishmen—and Irishwomen too. Anna Manahan gives a performance of massive authority as Mrs Burgess; and J. G. Devlin and Tony Doyle hit off to perfection two faces of the Irish male revolutionary: the dotty-ineffective and the futile-heroic. At the centre of the production shines Cyril Cusack's Fluther Good: a humane and meticulously honest presentation of cunning sanity in the eye of the storm.

Theatre in education

Telling it like it is

Heather Neill

There are two new journals in the drama world. The Standing Conference of Young People's Theatre (SCYPT) has produced a glossy first edition, supported by Gulbenkian, in which Tony Coult explains some of the aims and characteristics of TIE and four companies describe how they have dealt with the subject of fascism. Written by practitioners, this publication could go a long way to making TIE understood by outsiders as well as acting as a forum for ideas within the profession; it is attractively designed, well-illustrated and informative (60p plus 15p postage from Rose Bruford College, Lamorbey Park, Sidcup, Kent, or The Cockpit Theatre, Gateforth Street, London, NW8).

The Spring edition will be devoted to junior programmes. *Dramatherapy* is less pretentious in appearance, being more like an academic quarterly in tone and its assumptions of an informed and interested readership. Nevertheless, a good deal of material is packed into its 28 pages, including an article by Lyon McGregor on non-trained people taking drama therapy sessions. This is clearly an area which is going to become more important and the journal could well become required reading for all those involved in therapy or remedial education (£3.00 from 136 Oxford Street, Rugby, Warwickshire; free to members of the Association of Dramatherapists). Incidentally, the first National Conference in Dramatherapy will be held in St Albans on November 19 and 20.

However many changes occur, Shakespeare remains a favourite with audiences and examiners.

Bolton, Octagon Theatre present *Othello* until tomorrow, *As You Like It* November 2 to 26.

Shaw Theatre, London. The Dolphin Company are in workshop in *Antony and Cleopatra* with Michael Croft as Enobarbus from this week. Performances are followed by a discussion (01-388 1394).

Harlow. Theatrevan, the mobile community theatre company's workshop *Macbeth* is available from October 31. The programme, involving staff and pupils, is set in an acting area designed to simulate an Elizabethan theatre (Harlow 415179).

Young Vic, London. Shakespeare figures in the new season when Frank Dunlop revives his production of *The Taming of the Shrew* on November 3. Tom Stoppard's *Real Inspector Hound* returns in November, with a new play by Terence Frisby making up the double bill.

Royal Court, London. The Young People's Theatre Scheme goes from strength to strength. The Activists, who have just celebrated their first birthday, can be joined in workshop sessions, by teachers as well as prospective members, on Saturdays. YPTS is taking a tour of *Not in Norwich*, a play about and performed by young homosexuals, to various venues, including the Curtain Theatre on November 3, 4 and 5. Theatre Machine will appear in *School Play* by Heathcote Williams from November 23 to December 17. Meant for an audience of 10 to 13 years olds, the play concentrates on birth, growth and education up to the age of 11. On Sunday, November [illegible] from 10.30 am to 10.30 pm, teachers are invited to take part in a marathon workshop with Ken Campbell. Only 25 places. For information about any of these events, contact Gordon Chapman or John Dale (01-730 [illegible]).

Mermaid Theatre, Molecule Club. The Molecule Club's production of *Sparks*, an exciting play for six to 11 year olds about the wonders of electricity, is touring the country. Next week it will reach Stirling and on November 8 will be in Ayr, the week before going to Lincoln, Manchester, and Barnsley. Further information from *Mermaid Theatre* 236 9521.

ICA London. The series of Sunday afternoon family entertainment continues in November at 2.30 (80p, children 60p). The [illegible] on November 6 with Steel [illegible] an Afro-Caribbean community [illegible] workshop, and is followed in subsequent weeks by mime, a cartoon film involving Asterix, and [illegible]. Meanwhile, the exhibition of children's books is accompanied by various free story and poetry sessions and sing-songs. (01-930 0493).

Theatre Centre are touring the country with two primary productions, *Mr Grump and the Clown*, by Brian Way and *Timephase* by Brian Hoyles, as well as *A Taste of Honey* for secondary schools. Details of venues in London, Midlands the North and West from 01-435 0163.

Radius, the Religious Drama Society of Great Britain, will perform *Eye of Innocence*, about childhood in the Edwardian era, tomorrow evening at 5.15 pm at St Paul's Covent Garden.

TV

Violent reactions

Anne Barnes

Does the violence on television make for real violence in the streets? "Responsible" adults ask themselves the question cosily as they sit down to what the Annan Committee called the "violent hour" on any evening of the week.

It is a favourite discussion topic because it can never arrive at any conclusion and because it is unreal enough for everybody to have a go. What is violence? Is it *Punch and Judy* or is it *Starsky and Hutch*? Or is it both?

These are the sort of ideas which the BBC television series "Scene" set out to explore in its 20-minute programme last week. *Violence in Entertainment* begins and ends with a clip from a late night film called *The Gangsters* in which a man is jumped on, pushed into a canal and then lingeringly crushed between the canalside and a passing barge. It is nasty but it is also rather sham and, looked at for itself, as it is here, it is pure plastic spectacle.

The programme shows that entertainment has involved violence since the days of gladiators and ladies jumping around Roman arenas tied to people's chariot wheels. This provides an opportunity to display a variety of horrors. There are extracts from the *Quo Vadis* made in 1925, pictures of public hangings, floggings, dog fights and extracts from film of a wrestling match which dwells particularly on frenzied audience participation. Then, predictably, there are football hooligans, and, more surprisingly, Dick Barton, the much-loved special agent of post-war radio.

All these are strung together by visits to an immaculately composed Mrs Mary Whitehouse, who puts one point of view and to one or two lesser known pundits who put another. The audience are asked to decide what they feel as they watch the violence, and kindly interviewers ask children: "If you saw someone doing something on television, would you go and copy it?" "No" says the child, "because then I'd get into trouble"—which doesn't seem to help much.

This is a subject which television producers spend a lot of time discussing and us viewers we are grateful for that, but it is an elusive subject for the average teenager. They have other and more immediate things to think about.

If it were possible for them to rationalize about the effect that television violence has upon them, then the problem would not exist as such. And, anyway, if they're going to be watching so much violence when they get home in the evening, why not give them something else to think about during the day?

Film

Other images

Rosemary Hartill on a new Dr Barnardo's home

New Mossford
Available on hire from Barnardo Film Library, Dr Barnardo's, Tanner's Lane, Barkingside, Ilford, Essex.

Popular images die hard, and the popular image of Dr Barnardo's—that it provides homes for orphans—still lingers. In fact, it is several years now since Barnardo's, adjusting to the times, began to specialize in supporting children with mental or physical handicaps.

Generally, Barnardo's support the principle of integration of the physically handicapped into the normal school system or at least into day schools for the handicapped. But in October, 1975, they opened New Mossford, a centre near Ilford, Essex, providing residential care, education, medical treatment and physiotherapy for 52 weeks a year for 60 severely handicapped children who, for a variety of social reasons, cannot live at home.

It cost about £1m to build and equip (all provided by voluntary donations) and it is the only centre of its kind in the country. Last week Barnardo's premiered a 38-minute colour film about the work there.

Barnardo's have been making films for years. (They even have a film of Dr Barnardo's funeral in 1905.) This one, however, is something of a new departure; it is slightly longer than previous fund-raising films; and has been produced with its potential as a training aid for medical staff, social workers, etc, much more in mind. Its most important training point—that physically handicapped children are people too—is implicit in every tone and attitude.

The stars of the film are Billy (15), his body appallingly wasted by a form of muscular dystrophy, but his mind quite up to playing chess; Tracey (13), who, because of speech and other problems caused by cerebral palsy, heard herself referred to as "mad" and still worries whether it is true; and Melanie (11) suffering from the rare condition of brittle bones.

Over pictures of life at the centre, staff and children talk about present-day needs and hopes for the future and show how the centre is run to try and deal with them.

Eventually the key question about any such centre is always whether it institutionalises the people inside it. At New Mossford, volunteers are welcome, the children are helped to become as physically self-dependent as possible, and encouraged to make friends outside and invite them back.

New Mossford provides a useful and stimulating starting-off point for group training discussions in a much neglected area.

Films

A high price for service to others

Betka Zamoyska reviews television documentaries

Boys in Trouble
Yesterday's Truants
A New School of Thought
from Concord Films Council.

Boys in Trouble was made for Thames Television in 1976. It shows a day in the life of George Cole, principal of Deighton Close, a special school for ten to 16-year-old boys in Lincolnshire.

The film shows up the problems faced by Mr Cole at work and at home. He is responsible for the running of this residential school for 50 boys, 24 hours a day, every day of the year. As he lives in a house in the grounds, he is always at hand to be called in an emergency so he is never really away from his job.

The boys themselves testify to the success of the home, where many of them say they feel secure and happy for the first time. Mr Cole and his staff treat them with just the right combination of firmness, affection and tolerance.

The film depicts the case of Steve, a runaway boy who had left the school several times to go back to his family. It shows how Mr Cole copes with the authorities involved in the case, his staff and the boy himself. Not surprisingly, it is the authorities who create the worst problems and are the hardest to handle but, after a series of bureaucratic muddles and misunderstandings, when the boy is finally brought back to the home, Mr Cole still remains calm and gives the runaway a warm welcome.

In spite of his almost superhuman patience with his charges, he admits that he neglects his own family because he feels too emotionally and physically drained by the evening to give his children the attention they need. His wife organizes the domestic arrangements of the school and welcomes the boys to her house where they watch television with the family, and the eldest daughter says she has never had a fair share of her parents' attention. This is one of the reasons why she gave up training in child care and changed to hairdressing. She feared, if she started to have a family of her own, they would get overlooked in the same way.

Mrs Cole has had to send their younger daughter, Sarah, away to a boarding school. She had come to see herself as just another inmate of Deighton Close.

The break-up of their family life and the way in which her husband has aged since he took up the post are the worst setbacks Mrs Cole has endured as a result of her husband's stressful and all-absorbing work. They seem a high price to pay for the love and security this couple have given to others.

Yesterday's Truants is a "World in Action" film which investigates three cases of truancy in the Manchester area. As in the more recent television documentary, *Twenty-One*, it compares interviews with three adolescents to discussions with the same group when they are adults.

Keith, a good looking boy who, at 15, was an unmarried father, spent most of his day in bed although he occasionally went to school at lunch time to persuade one of his friends to play truant with him for the rest of the day. He said he had nothing more to learn from school and that it was a waste of time.

Surprisingly, five years later when he was making good in Australia, he still did not regret his lost schooldays although he admitted that he would not want his children to play truant as much as he had done. Of the three teenagers interviewed, he was the one with the least regrets about the past.

Unlike Keith, Linda, who had been seriously ill as a child and used this as an excuse to stay away from school after she was well enough to return, was full of regrets about her lack of schooling. As a twenty-year-old mother with two children, she was busy making up for her lost schooldays.

She and her husband, who had also played truant from school, both regretted their lack of education. In spite of this setback, her husband had worked his way up to a responsible position in his firm and Linda was attending night classes so that she would be able to get a good secretarial job when the children were older.

Vincent, a neurotically aggressive 15-year-old who spent his schooldays at home, shooting mice, was also busy attending adult education classes. As a married man with a family of his own, he had turned into a much more balanced person and was determined to get himself a good job.

The interviews showed that Keith, Linda and Vincent had overcome their tendencies to withdraw from life and turned into positive-thinking, responsible adults. In many cases, truancy may be an extreme reaction to the emotional upheaval that many children pass through in adolescence.

Perhaps the docile way in which these children's working class parents resigned themselves to their child's truancy was less damaging to personal development than the constant worrying of the middle class mother who is over-concerned about academic progress.

A New School of Thought is another documentary which was made for "World in Action" in 1969. It seems strangely retrospective today. A London secondary school, copying the example set by Bedales, a progressive public school in Petersfield, Hampshire, tries to set up a more informal mode of interchange between the pupils and their teachers and the first cries of "pupil power" are heard. It is strange to realize that ideas, which are now recognized throughout most comprehensives, even if they are not put into practice, were so revolutionary only eight years ago.

The pupil leaders emphasized the need for education rather than instruction; they demanded the right of self-government and the abolition of school uniform and corporal punishment. Like the students at Bedales, they wanted to be on Christian name terms with the staff and to meet them on an informal basis outside the classroom.

Now that some of the drawbacks of the pupil leaders' own system are becoming apparent, it is interesting to see how and why their ideas developed. This film also provides a vivid illustration of the way in which our attitudes to education have altered in the last decade.

Games for rich and poor

The Survival Game
Colour, 37 minutes.
Free loan from the Central Film Library, London, or Scottish Central Film Library, Glasgow.

Awareness of the problems of developing and poorer countries and our dependence on them, is seriously lacking among schoolchildren. *The Survival Game* goes part of the way towards awakening interest.

Intended as a stimulus to discussion this film, produced by Inca Films for the Centre for World Development Education, is presented by James Burke and uses a familiar studio audience format, interspersed with dramatic sketches, to present its main arguments.

Efforts have been made to consider the audience in presenting the arguments and young people should be able to relate quite easily to the first point, that there is a gap between the world's richer and poorer countries. A typical teenager's room, fully furnished including the record player, is transformed into an unadorned, unfurnished room which is home for an Asian family.

Having established the gap between the richer and poorer countries the film goes on to show how the gap is maintained and widened by existing patterns of trade. This is a complex area to cover in such a short time, but is adequately dealt with.

We see how many countries are dependent on selling one raw material but that the rules for buying are controlled by the richer countries. Probably the most effective way of showing the situation is through *The Survival Game* itself. In the form of a board game it shows how trading takes place, with the dice loaded in favour of the richer countries.

The final part of the film shows that it is in the interests of all if the gap between richer and poorer countries is made narrower. Again the board game is used but this time the poorer country has the upper hand. It illustrates how the short term interests of the richer countries could backfire, and how they too need to play to survive. As James Burke says at the end: "Increasingly we find it is a game we have to play together."

Although the film uses the game analogy to present the problems, it raises important issues which should prompt discussion. *The Survival Game* is meant as a general introduction. It is backed up by three eight-minute films that take a closer look at health, employment and intermediate technology, all presented as illustrated interviews.

Sarah Segrue

Briefings

Radio and tv

Further education and general interest

Further Education and General Interest

Parosi (Sunday, 10.10 BBC 1. Wednesday, 10.45 BBC 2)
The serial story takes a break for discussion on local language schemes helping Asians to get English tuition.

Télé-France (Sunday, 11.15 BBC 1, Tuesday, 19.05 BBC 2)
"Le Vélo" features the hazards of cycling in cities, the ecologist's case for cycling and Gallic fanaticism during the Tour de France.

What Right Have You Got? (Sunday, 15.30 VHF 4)
"Children in Care" presents the case of Sean, aged 12. What happens to a child whose parents cannot or will not look after him and how far can local authorities go?

Foreign Food (Thursday 19.00; Radio 3)
Five programmes introducing the ingredients, recipes and customs surrounding food from distant places. This week, "Chinese cuisine".

Music, Maestro, Please! (Friday 19.00; Radio 3)
In "Whatever Next?" Adrian Thorne discusses listening to music, and shows how a composer puts together a short piece.

For schools

Exploring Science (Monday 10.23; BBC1)
Aims to make 11 to 13-year-olds more aware of their own and other's "Teeth".

Music Scene (Monday, 11.39 Wednesday, 9.42 ITV)
Fourteen to 16-year-olds trace the origin of "Rhythm". They listen to Beethoven's 7th Symphony, Ravel's Bolero and brass bands.

Watch (Tuesday, 11.00 Wednesday, 14.01 BBC1)
Older infants are introduced to a topical story, "Guy Fawkes". They are shown how to make an indoor display, and talk about the care needed when handling fireworks.

Good Health (Tuesday, 11.39 ITV)
"The Good Food Programme" involves junior children in a dance-drama which reveals the importance of eating wisely. They meet the victims of doughnutitis and biscuitpox.

History: Not So Long Ago (Tuesday, 14.00 VHF4)
A new unit concentrating on the experiences of young people in the war years. Although aimed at nine to 12-year-olds it is more suitable for older children, since it deals with jew baiting, prejudice and cruelty.

The English Programme (Wednesday, 10.04 ITV)
Fourteen to 18-year-olds analyse the impact of the mass media on society. Here they are given some idea of the issues raised by the "Viewpoint" series

Focus (Wednesday, 14.40 BBC1)
"On the average" takes a light-hearted look at the limitations of the average.

Secondary Science (Friday, 9.40 VHF4)
"The pollution problem" deals with air pollution. Fourteen to 16-year-olds investigate actual or potential sources, and look at methods of control.